THE PARADIGMATIC CRISES OF PUBLIC ADMINISTRATION AND TEACHING CURRICULUM: TURKISH CASE *

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Abstract: *The last two decades of the 20th century had been witness of prodigious alterations that deeply change every aspect of social life and mode of thinking. Rise of postmodern or post structural discourses could be named as typical examples of new modes of thinking that came into being. The paradigmatic crises of the discipline of public administration could be included into these dramatic changes. Transformation of public administration to public management could be interpreted as the general manifestation of this paradigmatic crises. Presently, under the domination of public administration by market oriented management thinking, issues of political democracy, accountability and transparency have become problematic.*

In this article, two problematic issues are being inquired. The first issues is the general framework of paradigmatic change in the theory of public administration. The second issues is the plea or responsive capacity of public administration teaching to changes. It is obvious that, in a way, this would be impossible mission. Therefore, the inquiry about the second issues is going to be restrained only with Turkish experience, through the examination of public administration curriculum in the university departments and text books used in courses.

Keywords: *Public administration discipline, paradigmatic crises of public administration discipline, teaching of Turkish public administration, public administration curriculum.*

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INTRODUCTION

One of the very controversial and popular theme that dominated the intellectual sphere in the last two decades of the 20th century is the rise of radically critical stand about any kind of social engineering based on supposedly valid theories about human beings or society. In other words, crisis of validity claims or "true'' representation of social reality has become dominant theme in the world of academia. It seems true that events such as English Civil War in the 17th century and later French Revolution transformed the way of thinking that could be labeled as modernity. As it is generally accepted, enlightenment philosophy that is the core of modernity has provided a new weltanschauung of the modern world (Wallerstein, 1992: 97)

This new weltanschauung of the modern world is based on some premises, such as autonomous individual, science and rationality, and permanent progress. In other words, modernity and its concomitant way of thought reflects substantial optimism that through the linear accumulation of scientific knowledge about the universe and the society mankind achieves unending progress. However, the basic debate dominated the last two decades of the 20th century has been about the modernity itself: Whether the discourse of modernity has always been a fiction or it is something ontological and still unfinished project?

The actual and very rapid changes that have been experienced during 1980s and 1990s made a deep impact on intellectual spheres.

Rising of popular critical stands like postmodernism or post structuralism have questioned epistemological foundation of modernity. In addition to this crisis of epistemology, the scope and the context of the actual change experienced in world wide level has made old discourses and concepts meaningless. In other words, on the one hand any type of human engineering, based on certain theoretical framework has been rejected as something unattainable. On the other hand change processes, for example one commonly called as globalization has rendered meaningless any concept or explanation based on territorial nation state and national society.

In our present era, whole world has been experiencing as well as debating these issues. It is quite natural and expected that the theory and practice of public administration has also been deeply impacted from this substantial transformation. In more concrete terms, it seems that the discipline of public administration is in a deep crisis of identity. On the one hand, this crisis is related to general epistemological crisis. Public administration as a distinct discipline has always based on paradigms of political theory, organizational theory and sociological theory. Now, if the epistemological bases of these theories are being questioned public administration cannot stay immune from

these intellectual turmoils. Secondly, because of its intensive reflexive nature, the teaching of public administration is in crisis, since the object of the scientific inquiry has become vague.

Whole change processes that dominated the last two decades of 20th century could be interpreted as a substantial restructuring of political, economical and cultural domains. Just like crisis of 1920s and subsequent restructuring process (based on new type of state, welfare state and political, pluralist advanced democracy) 1970 could be labeled as another era of crisis. Rolling back of welfare state, decimating of command economy sphere and enlargement of market sphere in terms of privatization and deregulation, globalization are well known components of present restructuring. So, it is possible to talk about over all transformation and this transformation, without any doubt has made colloquial teaching and practice of public administration obsolete in a great deal.

Since the nature of public administration discipline is very reflexive, new issues such as "market friendly regulation'', "public management'' instead of administration, problems of "accountability'' and rapidly expanding "corruption'' dominated the practice. This meant an emergence of a need of new paradigm in state of public affairs. It is generally accepted that public administration as a distinct discipline ushered by Woodraw Wilson. His epoch making article, "The Study of Administration" treated administration as the technical apparatus of the state. His main concern was to draw a definite line between what was political and what was administrative. So, theory of public administration, according to Wilson should provide rationality, effectiveness and efficiency in the administrative process that was clearly distinct and separate from politics. Consequently, public administration, as a field of study has developed, reflecting uneasy interactions or some times contradictions between political and technical aspects of state's activities.

Crisis of 1970s and following restructuring process, as indicated above introduced substantial alterations, if not eliminated whole established paradigm. So one of the vital question would be the responses of academical circles who are responsible to carry out the teaching under to this change. The subject matter of public administration (state, its organizational structure and functions) is being changed. Basic premises are being changed-from efficient and effective public service concept to choice, customer and management concepts. Reflexive nature of the teaching is being changed and new priorities such as transparency, public participation and customer satisfaction replace traditional priorities such as national and effective provision of public services on the basis of political direction and accountability.

In short, one can talk about incomparable changes in political, economical and social reality and their consequent impacts on related thinking. Here in this paper, based on above statement as the basic assumption, two problematic issues are being inquired. The first issue is the general frame work of paradigmatic change in the theory of public administration. The second issue is the plea or responsive capacity of public administration teaching to changes. It is obvious that, in a way, this would be impossible mission. Therefore, the inquiry about the second issue is going to be restrained only with Turkish experience, through the examination of public administration curriculum in the university departments and text books used in courses.

PARADIGMATIC TENSION

It could be argued that a kind of theoretical backwardness or at least a theoretical tension has always been an issue in public administration (Waldo, 1990). Theory and teaching of public administration has been dominated either by political theory or theory of organization or business discourses throughout the time and space dimensions. Generally the subject of public administration has been public services-creation and delivery of public services by an organizational structures. Thus, any attempt to construct of a theory of public administration would refer either to the theories of state or organizations. In other words, public administration refers to politics since power relations and authority structures are heavily involved to the definition and patterns of delivery of public services; and on the other hand, starting with Wilson, teaching of public administration has always emphasized capitalist enterprise rationality as an introduced value to public services.

This is defined as the permanent inner tension of the discipline of public administration. Reconciling political aspect of the process with values such as managerial efficiency borrowed from the theory of organization is by no means any easy task. However, it is possible to claim that, in spite of the existence of this tension this reconciliation has been achieved in a quite remarkable ways. Public administration has become a study of introducing managerial cost and efficiency concepts to public services that their scope and contents are determined by political process or power relations in the society. Elected-representative bodies (reflection of power relations in the society) do have the right to determine the scope and the content of public services or governmental functions. They are accountable to the public about the patterns of delivery and the quality of public services. On the other hand public bureaucracy composed of salaried career officials and appointed on merit principle suppose to produce and to deliver public services just like the managers of capitalist enterprises. Particularly after the Second World War rational decision-making, business oriented techniques, operational research, programme budgeting etc. have been

incorporated to the theory and teaching of public administration. New type of political development and the consequent rise of welfare state prepared a ground for this development.

If the semantic of welfare state refers a substantial involvement of state in to economical or market sphere one can trace back the institution to First World War or even to German transformation by Listian policies. However, in common usage welfare state indicates a certain political phenomena that became dominant universally after the Second W.W. Welfare state, that reflects a political consensus reached by major social actors (business world, organized labor and political elite) came into being as one of the fundamental component of restructuring process after the crisis of 1920s. In welfare state, the government was entrust to maintain aggregate demand management and of course this meant a very heavy involvement of the state into economy. Under the challenge of rival system, welfare state implementation in capitalism has oriented itself to conceive more just, equalitarian and better society. Even Churchill government of Conservative Party, while denationalizing iron and steel was boosting for the building of hundred thousands of new houses for the poor in 1953 (Dunshire, 1999: 364).

The theory and practice of welfare state acquired its scientific legitimacy from Keynesian paradigm that could easily be reconciled with Wilsonian. Keynesian paradigm had made governmental involvement into market legitimate or even compulsory. Wilson had already introduced capitalist enterprise rationality to rapidly expanding governmental services. So, welfare state teaching underlined substantial economical, social and cultural functions of the state supposed to be carried out according to efficiency principle that could be articulated as maximum output with minimum cost. This was concomitant with dominant pattern of accumulation, as it commonly called as Fordism.

As a definite mode of accumulation displays certain features such as high government spending particularly on welfare, high wages through effective bargaining or major roles played by unions, financial system designed to support sustained accumulation, and high level of consumption by wage or salary earners (Aglietta, 1979: 48). As is generally acknowledged the rise of welfare state had not been contradictory or obstacle to Fordist accumulation system in spite of inner tension mentioned above.

Dominant teaching of public administration used to point out necessity of introduction of capitalist enterprise rationality. However rapidly expanding public services, rise of state economic enterprises, emergence of public agencies with intensive regulatory authority were political processes in nature. In other words, politicians, with their political priorities had the authority to make

decision about the scope, content and procedures of these activities. As long as dominant accumulation pattern was sustained, this inner tension would be hidden. Without getting into detailed debate. It could be assumed that the maintenance of Fordist accumulation in welfare state would be reproduced by permanent productivity rise. Therefore, it could be concluded that any interruption in the rise of productivity increase would constrain accumulation process and evolve to crisis. The occurrence of crises would make mentioned tension increasingly manifest and deeper.

Now, everybody is talking about Post-Fordism as a new accumulation pattern came into being after the crisis of 1970s. The theorist of Post-Fordism focused their attention on break up of the Fordist pattern of accumulation describe above. Because of failure to sustain permanent productivity increase, implementation of welfare state and Fordist framework of accumulation, all together, have brought about a general fall in profit rates and crisis subsequently. Thus, restructuring process also transformed Fordist accumulation to a new pattern that is called as Post-Fordist. Greater individualism in labor relations, profit maximization and performance related pay, flexibility in production as well as in job descriptions are some of well known features of Post-Fordist accumulation pattern.

As it was stated above, welfare state coincided with already established Wilsonian paradigm-provision of public services by technically capable and meritorious public bureaucracy in the most efficient and effective way. Then, crises of welfare state meant the manifestation of hidden controversy. Crisis necessitated financial constraints or necessity of rendering public services with less money. Welfare state had to be rolled back by privatization and deregulation. In other words, privatization, deregulation and marketization in the public service spheres such as employment, health, education, energy and so on enforced a substantial transformation from public administration to public management.

Is there an important semantical differences between public administration and public management? The answer to this question is affirmatively positive. Business mentality has started to dominate the discourse and in ideological level market and client orientation have been introduced as the basic core values of new paradigm. The meanings of efficiency and effectiveness as fundamental variables have lost their strategic position in the discourse and replaced by new criteria such as consumer choice, customer satisfaction, cost- benefit orientation and etc. By the same token, public administrators have started to assume private enterprise executive's roles or in other words the new image of public manager has gradually become dominant. For example, replacement of old concept of public personnel administration by "human resources management'' could be interpreted as one of the manifestation of mentioned transformation.

Transformation of public administration to public management is a historical fact and under the full impact of this transformation one can conclude that colloquial teaching of public administration should adopt itself to new conditions, in terms of redesigning the curriculum substantially business and management oriented. As a matter of fact this is already happening. Public agencies produce and deliver public services on the principles of cost-benefit evaluation, customer choice and customer satisfaction-functioning in market. Therefore new public managers should have similar skills and should act similarly with private enterprise managers.

Nevertheless, it seems that there are still some problems or questions or may be paradoxes required to be tackled. First off all, it could be asserted that this factual transformation has introduced problems in political aspect of public administration practice as well as teaching. As it is indicated above, a new simulacra has dominated the discourse of public administration and there has been involvement of new themes such as competition and creative desruction (in Schumpeterian context) into public sphere through this simulacra. What will happen, then concerning some basic values of public administration? In other words it seems quite difficult to corresponded public managerialism with the principle of rule of law and particularly with the principle of political and administrative accountability. One can conclude that this is very important problem connected to also universal crisis of representative, territorial democracy. So, it is fair to argue that issues such as "the rule of law'' or "democratic accountability'' are not relevant to the curricula of business or management studies, but they are essential in the subject matter of public administration. For example, the rise of governance discourse could be interpreted as a search to pass over this mentioned paradox.

Another problematic issues is the ascendancy of corruption. One aspect of the transformation is passing of many publicly funded activities to non-public bodies which are supposed to be more sensitive to market forces. In addition to that, through the transformation a new ethos started to dominate public agencies. The core values of traditional public service are accountability to public, honesty and impartiality, careerism on the principle of merit and altruistic motivation. It is obvious that new values of rising public management discourse such as cost effectiveness, market friendliness or output orientation have at least modified the older values. Liable to these and other developments, corruption has universally expanded during 1980s and 1990s (Şaylan, 1999: 93-95).

Now it is plainly apparent that there is an accurate paradigmatic tension in public administration because of the reflection of restructuring process. As it is discussed above, public administration theory and practice is presently dominated by business management discourse. But on the other hand, because

of actual practices, issues like transparency, accountability and participation are inevitably being emphasized. This indicates the seriousness of paradigmatic crises or at least tension in public administration theory. Present theory or paradigm of public administration has to integrate these issues with dominant business out look. But this is by no means an easy task.

TEACHING OF PUBLIC ADMINISTRATION

History of the teaching of public administration could be traced back to centuries-one can cite for example palace schools like Ottoman's Enderun. However, the rise of cameralism is generally accepted as the beginning of teaching of public administration. Cameralism as a specific academic discourse emerged in Prussian universities in the 18th century (Rutgers, 1998: 594). This discipline was concerned the examination of the art of administration of the monarch. The concept of discipline refers to certain regulation of thinking. Consequently, it could be asserted that there are specific concepts, patterns of classification and frame work of explanation about definite subject matter. The subject matters of the discipline of public administration are organizational structure of the state, the services carried out by this organization and the art of administration concerning to these spheres. In other words the discipline covered legal aspect on the one hand (laws, procedures, regulations) and the art of administration (directing, coordinating, controlling, etc.) on the other. German cameralism fitted quite well to German modernization (in a Listian manner). However the discipline was not confined to Prussia and had become universal. So, there were public administration teaching at the universities in the US, in the continental Europe at the beginning of 20th century.

As of march 2000, there are 71 university in Turkey-51 of them public and 20 of them private. Total number enrolled to under graduate programmes in 1998-1999 academic year was 679.174. Total number of teaching staff at the universities for the same academic year was 59.163. So, the ratio between students and teaching staff is 35. Same ratio is in 8 Germany, 9 in Austria, 10 in Japan, Holland and Poland, 14 in Great Britain and USA, 16 in Greece, 20 in Portugal, 23 in Canada and Hungary, 25 in France. Thus, it is possible to conclude that the quality of higher education, by using the criteria of ratio between students and teaching staff, seems considerable lower in comparison with countries mentioned above (hhtp://www. yok.gov.tr.).

36 of these 71 universities do have public administration departments and the number of enrolled students, as of 1998-1999 academic year was 11.284 (undergraduate programmes). Although only 1.7 percent of the total undergraduate enrollment is in public administration the actual number is still very impressive as far as employment possibilities are concerned. In brief, it seems possible to assert that there is a tendency of over enrollment in public

administration departments at the universities. A substantial rise in the number of public administration students is projected in the near future; 10 out of total 36 public administration departments were inaugurated in recent years and they will start to accept students after 1999-2000 academic year. So, rapid rise in the number of public administration is expected.

In Turkish practice a central governmental authority, Higher Education Agency (HEA) determines framework of curriculum for every university and their departments. HEA determines basic courses and their contents and hours of instruction for every department (the list of the courses is given in the appendixes). Then, each department in different universities could plan and implement additional curriculum according to their emphasis. This basically centralized procedure hampers full competition among universities for adapting better quality and more responsive programmes to changing environment and circumstances.

Another important feature of public administration education is the differences between public and private universities. Only 1 out of 20 private universities has public administration department. In Bilkent (a very elite university) the name of the department is "Department of Political Science and Public Administration" and curriculum is focused on political science education mainly.

Existent public administration departments in public universities could be divided into two categories: new universities established in cities in Anatolia and old, well developed universities established in metropolises such as Ankara and İstanbul. The first category departments in newly established universities strictly follow blueprint curriculum determinedly HEA. The teaching staff of these universities are generally composed of young academicians. Heavily engaged in teaching activities. Since the resources are quite insufficient and the volume of teaching activities are very time consuming the young academicians in these universities are substantially constrained from self academic development. In brief the content and the quality of teaching of public administration in these university seem for from the satisfactory, universal standards. These blueprint programmes are by no means capable to give students realistic and comprehensive picture of universal changes experienced in political, economical and administrative spheres, the emergence of technological revaluation in communication and information, and their impacts on public administration. For example, there are courses on information technologies almost all of those departments. However, in these classes, students are generally being thought to operate some programmes in computer rather than discussing and elaborating the impact of computers or information technologies to have more transparent and better quality public services.

On the other hand, old universities established in big metropolises of Ankara and Istanbul, as it is expected, seem to be more responsive to the changing conditions. For example hundred and forty years old of School of Political Science of Ankara University started specific diploma education of public administration arousal 70 years ago. The historical epoch in which this school was established and developed, naturally has put its print on the educational atmosphere and curriculum followed. In other words, one can observe the still effective cameralist tradition in the curriculum of this school reflecting on emphasis on raising influential public change agents who full fill the mission of westernization from above. In contrast to this rather older school there are new universities established on American university model. For example, Middle East Technical University located in Ankara closely follows the model of American universities as far as educational premises and curriculum of public administration department are concerned. This particular university seems more responsive to change and following restructuring process. For example, there are two compulsory and four elective courses about globalization and its impacts on nation states, public bureaucracies and related topics in the curriculum of public administration departments. Issue of governance is also extensively incorporated to the curriculum in this university. The other public university, Galatasaray is more or less replica of French universities and educational language is French. In this university, public administration curriculum is oriented to the subjects of law and political theory. So in this department an equilibrium between legal aspects of public administration and critical evaluation of political aspect is tried to achieve is the curriculum.

General review of undergraduate public administration programmes at the universities brings fourth some problematic pecularities. It is possible to argue that this general review allows to underline four significant outcomes.

(1) Public administration programmes in Turkish universities display considerable contextual differences in addition to discrepancies of the academic quality of education. This contextual differences could be assessed as something positive which provokes competition among universities. However, because of the ascendancy of centrally determined curriculums and also lack of substantive projections about public employment hinder this positive potential; namely competition among universities for being successful in public employment.

(2) In other words, differentiations among curriculums followed by different departments could not form a common frame work through which each department can evaluate it self. Thus, the lack of consensus or at least permanent interactions and debate among public administration departments about required knowledge and skills necessary for contemporary public bureaucracy could be identified as a major problem.

(3) Another important area of problem is the insufficiency of curriculums on some presently vital issues. In other words in many of the public administration departments there are no meticulous and authentic courses or lectures about issues of govèrnance, contemporary crisis of accountability and transparency. For example, it could be claimed that corruption has been a top problem of the political agenda of the country for 1980s and 1990s. As a result of this, public opinion and media have become very sensitive to the problem. But in spite of this, issue of corruption is still marginal in the context of main stream programmes of public administration education. Another example concerning this paint is the state of public relations teaching in the programmes. As it is indicated above, traditional state-citizen relations are being transformed to public agency-customer relations. If this transformation is really taking place than whole teaching of public relations will have to be modified.

(4) Another problematic area is the state of teaching of computer sciences in public administration departments. It could be argued that present and overall restructuring is fundamentally related to present scientific revolution basically focused on communication and information and information spheres. Therefore theoretical treatment of this scientific revolution, its impacts on different aspects of life (social, economic, political, cultural) and application of new information techniques on state affairs should be included as the subjects of study in public administration programmes. However, most of the public administration departments solely offer courses on computer about the operation of some programmes-microsoft word for example.

(5) Another important observation is the employment opportunities. As it is indicated above there are some good universities permanently up dating their curriculum and trying to keep up their academic quality-for example Middle East Technical University. However, the graduates of these universities do not prefer employment in public sector because of low payments to public employees and political nepotism in the system. For instance around 65 to 70 percent of public administration department graduates of Middle East Technical university seek and find employment in private banks or enterprises. Their quality of education and their knowledge of a foreign language (teaching language is English in this university) make them competitive in private sector employment which is far better than public.

(6) The existence of 36 public administration departments at the universities indicated the popularity of the subject in Turkey. Maybe one reason for this popularity is rather relatively low cost of public administration education. In spite of 71 universities, only 18 percent of age group could enter universities (including open university). Therefore there is a tremendous pressure from the society for higher education opportunity, and naturally governments try to ease up this pressure by opening up universities without allocating necessary

resources. Public administration education, since it is not very costly, becomes popular.

(7) The problems touched upon are also reflected in basic text books used in public administration departments. Great majority of the public administration departments use text book written by Turkish authors and there are mainly six well known text book of public administration in Turkish universities. A quick glance to these books proves that traditional outlook is highly dominant in all of them. For example, public participation or governance discourse is marginally touched upon in only two of them. Participation concept is treated as governmental and administrative keenness for people's references. Accountability is also underlined concomitant with this approach. Accordingly, it is started that the political body (government) is accountable to people and administration or public bureaucracy is accountable to political body.

(8)Three out these six text books touch upon the issue of corruption. General definition and classification of corruption are given without any argumentation relating corruption to major social, economical, political and cultural circumstances. In other words corruption is analyzed and explained on ethical grounds as a kind of dysfunction of public administration. Thus, contemporary urgent need for transparent society and transparent public administration is left out and could not be incorporated to curriculum.

These text book, by following traditional paradigm of public administration with welfare state premises underlines a universal tendency of expansion of state's activities. Although, all of them published during 1980s non of these text books discuss and evaluate the concepts of minimal state or rolling back of welfare state or similar subjects. In short, text books used in public administration departments do not cover present issues that seem to dominate practices as well as theory. Actually this should not be interpreted as a radical critics of these text books. As a matter of them, some of these text books are excellent in universal norms but nevertheless unable to reflect contemporary problems and paradoxes emerged.

CONCLUSION

What would be the main conclusions of the arguments mediated in preceding pages? Actually the paper has attempted to do two things. First, it tried to underlined paradigmatic crises in the discipline by indicating already inner tension in the traditional framework.

The paper identified overall restructuring against the universal crisis of capitalism of 1970s as the basic determinant of paradigmatic crisis of public administration. Second, it attempted to affirm difficulties of redesigning of new and inner-tension free paradigm of public administration. Because this mission,

above all, requires the incorporation of business orientation into political outcomes of globalization. The arguments of paper related to these points are related to concrete Turkish example and mentioned paradigmatic paradoxes are sought to reveal by references to public administration education and its content in Turkish universities. May be, in this point a question about the possibility of renovating of traditional paradigm could be asked. However, affirmative answer to this question or turning back to traditional welfare state in other words could be considered as out of question. Because as it is in the dilemma of peasants, not the actors but historical development has made welfare state obsolete. Over use of public resources and over demand on governmental activities, eventually led way a substantial crisis which also could be defined as the crisis territorial, national state.

Transformation of welfare state to market oriented one through restructuring process has changed the basic features of the subjects of public administration. Public services are being produced and sold rather than delivered by market mechanisms. Consequently the first impact of this transformation from public service concept to consumer or customer choice concept has introduced an emergence of democratic deficiency or problem of accountability. This deficiency is attempted to solve by devolution of authority and involvement of civil society to public sphere. So the paradigmatic paradoxes are eliminated by focusing on managerialism instead of administration and governance as a new discourse. In the commercial and business world the term of governance refers to corporation's network of relations between share holders, consumers, directors and employees. Now, introduction of governance discourse requires substantial changes or at least reformulation of established political theories or premises. Without any doubt this very complex phenomenal occurences do bring the necessity of reformulating all premises and assumptions of the discipline of public administration.

Now the question becomes whether public administration discourse itself is aware from these developments. Then, that is why curriculum of public administration education becomes worthwhile studying. In other words, it seems plausible to argue that curriculum of public administration programmes at the universities could reflect the level of awareness of the concerning academia and discourse about the mentioned complex changes.

As it is stated above, one of the important issue in higher education is the rate of participation to the programmes by a certain age group (18-24). Second issue is the academic quality and the validity of the programmes. In rich and developed societies higher education has acquired a mass character where as in developing societies like Turkey both attendance by age group and academic quality are very problematic.

It is clear that in the era of post-Fordism, globalization has been contributing the ascendancy of market that imposes massive constraints on national systems and the traditional authority of national state. Universities have to respond to this transformation by providing necessary skills and teaching of knowledge to their graduates. So that they can face the challenge of changing circumstances and survive. Although national states and their traditional authority are intensively constraint, nevertheless they still seem to pay great attention to their higher educational system or namely to their universities. Higher education system's capacity to produce universally meritorious graduates is very important for the survival. When some one evaluates and makes comparative assessments of public administration departments in Turkish universities, he or she would draw a rather pessimistic picture. Part of the pessimism is stem from the relative poorness of the country. However, the peculiar stuation or paradigmatic crises of public administration discipline also causes this state of deficiency. It could be articulated that this is by no means specifically Turkish problem.

Appendix I

Table 1: Number of Students in Turkey's Universities

(undergraduate level)

Academic Years	Female	Male	Total
1996-1997	229.321	352.515	581.836
1997-1998	252.632	380.137	632.769
1998-1999	272.557	406.617	679.174

Table 2: Number of Public Administration's Students in Turkey's Universities

(undergraduate level)

Acedemic Years	Male	Female	Total	Graduates
1998-1999	8083	3201	11284	1401
1997-1998	7527	2900	10427	868
1996-1997	6696	2599	9295	1057

Sources: Student Selection and Placement Center, *The 1996-1997 Academic Year Higher Education Statistics,* OSYM Publications, No: 1997-4, Ankara, pp. 86; *The 1997-1998 Academic Year Higher Education Statistics,* OSYM Publications, No: 1998-1, Ankara, pp. 90; *The 1998-1999 Academic Year Higher Education Statistics,* OSYM Publications, No: 1999-1, Ankara, pp. 86.

Appendix II

Table 3: Number of Teaching Staff by Academic Title in Turkey's Universities

Academic Years	Prof.	Assoc.Prof.	Asst.Prof.	Res. Ass.	Others*	Total
1996-1997	7028	3733	6783	21805	13367	52716
1997-1998	7440	4030	7339	22391	14218	55418
1998-1999	7714	4330	8102	23765	15225	59136

Sources: Student Selection and Placement Center, *The 1996-1997 Academic Year Higher Education Statistics,* OSYM Publications, No: 1997-4, Ankara, pp. 203; *The 1997-1998 Academic Year Higher Education Statistics,* OSYM Publications, No: 1998-1, Ankara, pp. 209; *The 1998-1999 Academic Year Higher Education Statistics,* OSYM Publications, No: 1999-1, Ankara, pp. 203.

* Indicates instructors, language instructors and specialist.

Table 4: Number of Public Administration Teaching Staff by Academic Title

Academic Years	Prof.	Assoc.Prof.	Asst.Prof.	Res. Ass.	Others*	Total
1996-1997	66	33	59	241	33	432
1997-1998	59	28	63	238	29	417
1998-1999	60	27	79	242	33	441

Sources: Student Selection and Placement Center, *The 1996-1997 Academic Year Higher Education Statistics*, OSYM Publications, No: 1997-4, Ankara, pp. 286; *The 1997-1998 Academic Year Higher Education Statistics*, OSYM Publications, No: 1998-1, Ankara, pp. 297; *The 1998-1999 Academic Year Higher Education Statistics*, OSYM Publications, No: 1999-1, Ankara, pp. 295.

* Indicates instructors, language instructors and specialist.

Appendix III

Undergraduate Framework Curriculum Recommended for Public Administration Departments in Turkish Universities by Higher Education Agency

I. Basic Courses

First Semester
Principles of Kemal Atatürk and
Turkish Revolution I
Turkish I
Introduction to Economics I
Principles of Law
Sociology I
Elective Courses (3 courses)

Second Semester
Introduction to Economics II
Introduction to Constitutional Law
History of Political Thought I
Sociology II
Elective Courses (4 courses)

Third Semester
Principles of Kemal Atatürk and
Turkish Revolution II
Turkish II
Administrative Law I
Public Finance
History of Political Thought II
Administrative Science I
Elective Courses (3 courses)

Fourth Semester
Economics Systems
Theory of Finance
Administrative Science II
Macroeconomics
Methodology of Social Sciences
Elective Courses (4 courses)

Fifth Semester
Principles of Kemal Atatürk and
Turkish Revolution III
Turkish III
Social Sctructure of Turkey
Contemporary States Orders
The Constitutional System of Turkey
Local Goverments
Elective Courses (4 courses)

Sixth Semester
Citizenship and Foreigners Law
Economy of the Public
Local Goverments Finance
Turkish Politics Life I
Public Personnel Administration
Elective Courses (4 courses)

Seventh Semester
Principles of Kemal Atatürk and
Turkish Revolution IV
Turkish IV
Political Sociology
Turkish Politics Life II
Turkey's Economy
History of Humanity I
Elective Courses (3 courses)

Eight Semester
History of the Turkish Administration
Political Psychology
History of Humanity II
Judicial Review of Administration
Elective Courses (4 courses)

II. Elective Courses
Economy of Human Resources
Regional Planing and Protection of Environment
Budget
Law of Penal Procedure
Contemporary Political Trends
Labor Economy
Urbanization and Housing Policy
Theory of Cooperative
Financal Institutions and Banking
Financal Judgment
Theory of Money
Personnel Administration

Environmental Problems
State Accounting (National Budget)
Economy of Natural Recources
Procedures of Treasure
Economic Development and Taxation
Economic Planning
Labor Law
Economy of Development
Public Economic Enterprises
Finance Control in Public Organizations
Social Security and Income Distribution
Social Planning
Introduction to Social Politics
Social Psychology
History of Turco-Islamic Thought
International Finance
Wages and Income Policy
Tax Law I
Tax Law II (Tax System of the Turkey)
Monetary and Financial Obligations

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