

**ASPIRATIONS FOR HIGHER EDUCATION AMONG JUNIOR
COMMISSIONED OFFICERS IN
THE ZAMBIA ARMY**

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BY

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2004



DEDICATION

This dissertation is dedicated to my parents Nelson and Saala, my wife Emeldah and our children Mweene, Choonza, Chimuka, Haandia and Simubali. Without their encouragement and patience, this work would not have been produced. I further dedicate this piece of work to my fellow officers and soldiers who are struggling to pursue their education in order to create a real and genuine professional Army.

DECLARATION

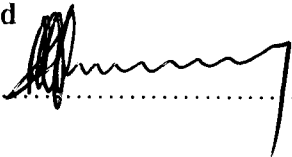
I SIANDIA JUDAH MIZINGA, do solemnly declare that this dissertation represents by own work and that it has not been previously submitted for a degree at this or other University.

Signed..... *Siandia*
Date. *28th November 2005*

APPROVAL

This dissertation of SIANDIA JUDAH MIZINGA is approved as fulfilling part of the requirement for the award of the degree of Master of Education by the University of Zambia.

Signed

A handwritten signature in black ink, consisting of a series of loops and a long vertical stroke at the end, positioned above a dotted line.

Date

29/4/25

ABSTRACT

The main objective of the study was to determine whether junior commissioned officers in the Zambia Army attached any value to higher education and whether they aspired to go for further education. The study tried to establish what the junior commission Army officers perceived to be the factors that hindered their aspirations for further education and what interventions they thought could be implemented to enable most of them get into higher education institutions.

The population was drawn from all the Lieutenants, Captains and Majors who belonged to the thirteen Corps of the Zambia Army. The rationale for selecting junior ranks of Lieutenant to major was that such officers were still expected to aspire for further education.

A total of 165 of the 658 junior Zambia Army commissioned officers were selected using proportional stratified sampling so that the Corps could be satisfactorily and adequately represented.

The selected sample of officers completed self administered questionnaires while the others were organised in study group discussions to obtain the following information; whether they thought degree and diploma programmes were necessary to the Zambia Army, how far they wished to go in their education, what they perceived to be the hindering factors to their aspirations for higher education and what interventions they thought had to be implemented in the Zambia Army in order to enable more officers access higher education.

In addition, 23 senior officers responsible for administration, training and education at Army Headquarters, Defence Services Command and Staff College and the Military Establishment of Zambia were given a separate questionnaire to supply the following information; whether they thought degree and diploma programmes were necessary in the Zambia Army, whether they would allow an officer who requested to go for a higher education programme, what they felt were the hindering factors to the junior officers' aspirations for higher education and what interventions the Zambia Army had to implement in order to have more officers get into degree and diploma programmes.

The investigations and findings revealed that the majority of the junior commissioned officers aspired for university education. The study found seven main factors which were perceived to be hindering the officers' aspirations for higher education. The seven were: Financial constraints (inadequate sponsorship), red tape, hindrance, unclear policy on higher education, irrelevant programmes in civil institutions, absence of career guidance and Inadequate incentives for graduates. This complex set of findings fits in with barriers established in the literature.

The study further identified eight main interventions. The eight interventions were: increasing funding on higher education, sourcing for more places in higher institutions of learning, removing red tape, formulation of a clear education policy, raising officer cadets' entry qualifications, improving incentives for graduates, creation of a career guidance cell and encouragement of distance education.

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ABBREVIATIONS

1 ZR – The First Zambian Regiment

1 CDO – The First Commando Unit

1 Engr Regt – The First Engineer Regiment

ASE – Army School of Education

BGGS – Brigadier General, General Staff

DCS – Defence Computer Services

DSCSC – Defence Services Command and Staff College

'G' Branch – General Branch

MILTEZ – Military Establishment of Zambia

CHAPTER ONE: INTRODUCTION

1.1 THE THEORETICAL FRAMEWORK

“Organisational Theory”, is a way of thinking about organisations. To be precise, it is a way of analysing organisations more accurately and deeply. Nicos (1967:3) in defining organisational theory says that:

Organisational theory constitutes a more or less useful guide which lets the researcher know how to look at organisation reality and what to look for... It provides conceptual tools which indicate the level of analysis, the variables to be taken into consideration and the ways in which these variables may be accounted for in a systematic manner.

Richard (1983) in alluding to NICO's definition says that organisational theory is a macro examination of the organisations' patterns and regularities, particularly in their designs.

From the definitions given by Nicos (1967) and Richard (1983), organisational theory can be said to be a way of analysing organisations' traits and characteristics. These traits and characteristics can tell a lot about an organisation and the differences among organisations. The characteristics can further assist in comparing and contrasting organisations' structures and content.

The relevant concepts of organisational theory are the dimensions of organisational structure and the contextual dimensions. According to Richard (1983) structural dimensions provide labels to describe internal characteristics of an organisation. He adds that the dimensions provide the basis for measuring and comparing organisations. These

structural dimensions are formalisation, specialisation, standardisation, hierarchy of authority and complexity. The rest are centralisation, personnel ratio and professionalism. Paula (1983) defines the structural dimensions as the organisational means or the patterns of relationships among people in an organisation. Paula (1983) adds that the structural dimensions characterise all organisations but with some aspects of variations.

The contextual dimensions are those that describe the whole organisation. These include size, technology, environment, goals and the organisational culture. He adds that the structural and contextual dimensions vary widely from organisation to organisation. He also makes it clear that organizational theory is not concerned with organisational behaviour.

Organisational theory is very important to the members of the society in general and to employees and managers in particular. Most people are born in organisations, acquire their material possessions from organisations and die members of organisations. As a result, Moorhead (1992:21) in explaining the importance of organisational theory to the society says that:

Because organisations influence our lives so powerfully, we have every reason to be concerned about how and why organisations function.

Organisational theory is even more important for managers in organisations. Organisational theory according to Richard (1983) identifies variables and provides

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models so that the managers can know how to diagnose and explain what is happening around them and thus organise for greater effectiveness.

For the people who are or will be managers, organisation theory provides significant insight and understanding to help them become better managers. Richard (1983:27) explains that:

Understanding how and why organisations act lets managers know how to react... organisation theory can make a manager more competent and more influential.

The organisation's structure is the framework for the organisation's activities and its clearly defined lines of authority and responsibility. Moorhead (1992:525) defines organisation structure as:

A system of task, reporting and authority relationships within which the work of the organisation is done. The structure defines how the parts of an organisation fit together in an organisational chart.

Moorhead (1992) further explains that the organisation structure helps to order and coordinate the actions of the employees to achieve organisational goals.

EFFECTIVENESS IN ORGANISATIONS

The structural and contextual dimensions can also be used in determining the effectiveness of organisations. According to Richard (1983) effectiveness is the degree to which the organisation achieves its goals. In other words effectiveness is a broad concept which evaluates the extent to which the official and operative goals are attained

.According to Martin (1979) the four general determinants of organisational effectiveness are organisational characteristics, external and internal environmental characteristics, technology and employee characteristics. The organisational characteristics are decentralisation, specialisation, formalisation, professionalism, span of control, organisational size and work unit size.

Professionalism is the level of formal education and training among the employees in an organisation. There is high professionalism when employees take long years of education and training to hold future and present jobs in an organisation.

Paula (1983) in explaining effectiveness in organisations says that the organisation that is effective and efficient is that with higher formalisation, professionalism, stratification, and job satisfaction. Paula (1983) further explains that effectiveness in education is assessed by the numbers taught and the learning achieved with minimum cost. It is also assessed by the gain in knowledge, attitudes and skills. Effective organisations are those that pursue a sense of direction, efficiency and proficiency. Richard (1983) defines proficiency as carrying out tasks with a high level of knowledge and skills using highly trained professionals to achieve excellence. Direction is interpreted as vision, goals and mission. Efficiency is interpreted as minimising costs and increasing benefits.

Richard (1983) further explains that effective organisations are those that enhance the growth and development of subordinates.

HUMAN RESOURCE DEVELOPMENT IN ORGANISATIONS

Professionalism as reviewed in the literature is one of the structural dimensions that provide a basis for measuring and comparing organisations. Professionalism in Organisational theory is also one of the concepts that is used in determining the effectiveness of organisations. Richard (1983:17) on measurement of professionalism says that:

Professionalism is measured by the average number of years of training and education of the employees.

The enhancement of employees' professionalism in organisations is referred to as Human Resource Development. Gilley (1989:5) defines Human Resource development as:

The introduction of organised learning activities designed to foster increased knowledge, skills, competencies and improved behaviour.

Gilley (1989) further explains that Human Resource Development is the preparation through learning activities of the human resources for the current job that he refers to as training, for the future work assignments that he refers to as education and for individual enhancement that he calls development.

Nadler (1986: 1) also defines Human Resource Development as:

Organised learning experiences in a definite time period to increase the possibility of improved job performance and enhancing individual and organisational growth.

From the definitions, it is clear that there are three focus areas of Human Resource Development. These are training, development and education. Training are those concepts designated to improve performance on the job the employee is presently doing. The American Education Research Association (1960:839) differentiates training programmes from education in the Military. It says that:

Training programmes are those that develop specific skills, are job oriented or apply to a particular military specialty.

Masland (1957) adds that in the military, training is geared to giving the largest possible number of individuals the greatest amount of technical skills in the shortest possible time. The major focus of training is to enable the employee to perform better for the organisation on his present job. According to Nadler (1979) the three main reasons for training are the acquisition of the requisite skills, knowledge and the attitudes needed for the present job. Nadler (1979) further explains that some of the ways in which training can be enhanced are on the job training, classroom instruction within the organisation's premises and tuition in colleges and universities.

Employee education are human resource development activities which are meant to improve the overall competence of the employees beyond the job held. Masland (1957) in reference to the military adds that education goes beyond the next assignment and seeks to prepare the officer for a lifetime career of service. Nadler (1979) adds that the purpose of education was to update knowledge and the upgrading of the skills for a future position in an organisation. Nadler (1979) further explains that employee education programmes can be enhanced through on-job training, job rotation and classroom

instruction. Employee education programmes are frequently associated with academic degrees. This is the reason why he explains that for many jobs, degrees were necessary as well as desirable. He adds that there should be no hesitation about a degree being the end result of employee education. He however cautions that employee education does not necessarily mean a degree. Nevertheless, he quickly points out that given the pressure for degrees in the society, the value of the degree programme should not be ignored.

Employee development is a long term personal growth of the employee. It is not necessarily related to a present or future job. Nadler (1979) explains that employee development may encompass both training and education. He however states that it is mainly concerned with preparing the employee so that he or she can move with the changes, developments and growth in the organisation in which he or she works. Therefore, employee development is concerned with both the future of the organisation and the individual employee.

Employee development is enhanced through instruction in industrial classrooms where they are available, through college and university education, through exchange programmes and through cross job-exposure. Cross -job exposure involves letting the employee to do different jobs within the organisation for exposure of what goes on in the organisation.

There are many reasons why management embarks on or enhance human resource development in their organisations. Firstly human resource development is not only

important but also necessary as it is a means of providing the employees with the skills and the knowledge which they need to perform effectively and efficiently in their current and future job assignments. Many writers support this reason. In reference to the military, Janowitz (1964) says that the need for the unskilled manager has declined rapidly. He explains that the demand for technically competent manpower has increased correspondingly and hence the need to develop human resources.

Niemi (1988:4) in discussing the goals of human resource development adds that:

the aim is to equip workers with the knowledge and skills needed to fill current positions or to make lateral or upward moves within the organisation.

The aspirations for high performance are another reason why organisations train, educate and develop their employees. Gilley (1989) supported the reason and explains that it is not enough to simply increase the knowledge, skills and competencies of employees. He says that the human resource development efforts must result in performance improvement that will enhance the organisation's competitiveness and efficiency. Gilley (1989) sees performance improvement as the ultimate goal of human resource development.

Technological and other innovations have created a need for better educated executives in organisations. Albers (1966) explains that the world of nuclear power, operations research, electronic computers and moon rockets requires a high level of intellectual competence. As a result the need to develop the human resources in order for them to keep abreast with the new technological and other developments in the environment and

in the organisations in which they operate has become even more important. Lengrad (1975:28) supports Albers on the need to keep abreast with the changes and says that:

A man who does not keep up to date is condemned to be overtaken...The needs for constant renewal of concepts and techniques dominate at every level of production.

Hard (1956) also explains that technological innovations demand more advanced knowledge and techniques in designing, installing and maintaining the innovated systems. In reference to the military Janowitz (1964) adds that it is important for the military establishment to enhance advanced education in science and technology. The reason he gives is that advanced scientific procedures developed in industrial, economic and military laboratories have been rapidly adopted by the military organisations.

Some knowledge and skills though not related to one's current or future job assignments are universal and need to be learnt through human resource development. Albers (1966) alludes to this assertion and says that the potential executives or officers have to understand the nature of the social, economic and political environment with which the organisation must contend. He adds that the subjects highly useful in this aspect are basic courses such as economics, sociology, social and cultural anthropology, psychology, political science and courses that provide knowledge about the nature of organisations.

Even if it would be assumed that employees, particularly in the military, do not require high education, status problems and communication difficulties might still be sufficient argument for more education. Albers (1966) supports this view and says that employees

have to interact with people from other professional areas. He adds that this has increased the educational requirements of the employees. In reference to the military organisations, Janowitz (1964) supports the education that is not necessarily related to the current job assignments for the officers and soldiers. He argues that the infantry or the ground personnel when serving abroad as advisors are expected to assume many training and supervisory functions, managerial skills and diplomacy in dealing with other nations. They are therefore required to get the education that will enable them perform such functions.

Albers (1966) further argues that there is a rise in educational levels of the population. As a result he explains that employees and executives have to be pushed up the ladder of education. Albers (1966) finally adds that executive work requires knowledge of a number of languages together with skill in message preparation and interpretation. He says that organisations should enhance the education of their employees and executives or officers in this area so that they will speak the grammar of the educated.

Finally the development of human resources will assist the organisations prepare their employees for retirement. Janowitz (1964) concerned with the state of some military officers and men on retirement says that in the present military establishment, the officers must master skills that will essentially prepare them for civilian as well as military occupations. Janowitz (1964-185) adds that:

The officer or a listed man with the most military type skills has the least transferability to civilian employment ...it is clearly a requirement that military personnel be trained and prepared for orderly transition to civilian life.

Albers (1966) concludes that in education and development the primary emphasis is given to the education in colleges and Universities.

1:2 BACKGROUND TO THE STUDY

Most organisations including the military are undergoing modernisation. Advanced scientific procedures have been developed and innovations are being carried out in every field. In the military, there has been complex technology in weaponry and the use of sophisticated and computerised instruments. Further, the military officers have been called upon in many nations to perform other policy roles, not military in nature. As a result of the technological changes and these other policy roles officers are appointed to, some Armies particularly of the developed world, have taken bold steps in the improvement of educational standards and in the development of their officers. They take the steps in line with what Janowitz (1964) points out when he says that the technological complexity of weapons and delivery systems and the political involvement of the military have led to a proliferation of higher skill requirements. He adds that an officer must learn more than military leadership to improve his or her performance. In fact modern Armies require that the officers become more educated and specialised. As a result they put a lot of emphasis on Human Resource development in order to promote professionalism, proficiency, the growth and development of employees.

In terms of organisation theory, the Zambia Army is one of the most bureaucratic institutions with high formalisation, specialization, standardization, complexity and centralisation. The hierarchy of authority and the span of control are well spelt out. The

Zambia Army is highly formalised because all actions and behaviours are guided and controlled by written procedures and regulations referred to as orders, instructions or standing procedures. The Zambia Army is highly specialised because the tasks are subdivided into Corps. In each Corps an officer or a non commissioned officer performs a narrow range of tasks related to his or her Corps. In the Zambia Army, there is high standardization because similar work activities are performed in a uniform manner at all the locations which are referred to as Units or Battalions. The chain of Command is very clear as the Army organizational chart shows clearly who reports to who. The Zambia Army is highly complex because it has a number of subsystems within it with a wide range of activities. Most of the major decisions are made at the top level, showing high centralisation. In organisation theory high formalization, standardization, specialisation, centralisation and the presence of hierarchy of authority are prerequisites for high production, efficiency and effectiveness.

However, available data indicates that the Zambia Army is not as efficient and effective as it should have been because there is low professionalism, proficiency, growth and development of employees. Professionalism according to Richard (1983) is measured by the average number of years of education of employees. Proficiency is carrying out tasks with a high level of knowledge and skills using highly trained professionals. Albers (1966) earlier mentioned that education and development were associated with college and university education.

The Zambia Army has low professionalism and proficiency because it seems to be putting more emphasis on training in military colleges for the skills, knowledge and competencies needed for the current job assignments. The education for future job assignments is mainly confined to one year or less military staff and command courses. It also has low development and growth of the employees because it puts the other emphasis on the raising of education levels of the non commissioned officers from Grade 7 to Grade 9 and from Grade 9 to General Certificate of Education 'O' Levels at the Army School of Education (Education Directorate: 1992).

The Zambia Army puts less emphasis on the education, development and growth of its commissioned officers which are characterised by long periods of college and university education. As a result, the number of higher education graduates among the Zambian Army officers has been low. From the year 2000 statistics, out of 820 commissioned officers, only five percent had university degrees, 16 percent had diplomas from colleges while 79 percent could only boast of grade twelve certificates (A Branch: 2000). This is not health for the Zambia Army especially that most of the officers have and will have job assignments which require long periods of college and University education. Some of these job assignments include mechanical, electrical, civil and electronic engineering, accounts and law. The others are education, public administration, medicine, information technology, food technology, human resource management and theology to mention a few. The Zambia Army like any other organisation should develop all the time and be more adaptive to the charging circumstances.

The Zambia Army command is concerned with this low number of higher education graduates. It is for this reason that at the Army Headquarters officers' mess millennium ball held on 31st December 1999, Lieutenant General G R C Musengule, the then Army Commander declared that:

We will embark on the strengthening of our military training. In addition we will have the following aspirations for the new millennium. Have knowledgeable officers and men ready to undertake the challenges of the next century. Have officers and men aspiring for more education to improve themselves both militarily and academically. Have officers and men ready to upgrade their knowledge and education in international languages such as French, Germany, Spanish and many others. Have officers and men who will understand both local and international affairs with special emphasis to local affairs so that they will better understand the political leadership of the country.

The Army Commander was alluding to what Chiluba (1994:326) in his Master's Thesis quoted from the Movement for Multi Party Democracy (MMD) manifesto. He specifies that:-

The MMD is committed to improving the conditions of service of Defence Force personnel ... and to improve their training so that the country shall have a well motivated and non partisan Defence Force.

It is clear that both Musengule (1999) and Chiluba (1994) are emphasizing training programmes. Musengule however goes further and adds that apart from training, the Army would aspire for further education.

However despite calls by the command for further education among the officers, very few officers have pursued college or university education. This is the area of great

concern in this research. The young officers need to be stimulated to take careers and get the professional knowledge which they require. Those in authority should motivate these junior officers to achieve higher levels of education and thereby meet their aspirations.

1.3 STATEMENT OF THE PROBLEM

The study sought to determine whether the Junior Zambia Army commissioned officers attached any value to higher education and whether they aspired for further education. The study further attempted to establish what the junior Zambia Army officers perceived to be the factors that hindered their aspirations for further education and the interventions they considered to be necessary in order to have more officers obtain higher educational qualifications. This was in view of the low number of higher education graduates among the Zambia Army Commissioned officers.

1.4 RATIONALE FOR THE STUDY

The Literature review indicates that studies dealing with higher education, career development and adult education in Europe, America and some parts of Africa have identified a number of barriers that may inhibit aspirations for further education among employees. Little or no studies on the subject have been done in Zambia and the Zambia Army in particular. In light of the above, the researcher decided to conduct a research with the main objectives of determining whether the Zambia Army Officers aspired for higher education, to establish what the Army Officers perceived to be the factors that hindered their aspirations for higher education and to identify what the officers

considered to be the interventions required in order to enable many officers to pursue diploma and degree programmes.

In addition, most organisations are directing their efforts towards enhancing employees' professionalism which Richard (1983) explains as being measured by the average number of years of training and education of employees. In the light of the low number of Zambia Army officers who have been to higher institutions of learning, the researcher sought to identify the factors that contributed to the Zambia Army's little effort in enhancing employee professionalism.

1.5 PURPOSE OF THE STUDY

The purpose of the study was to determine whether the junior commissioned officers of the Zambia Army had any aspirations for higher education. The study also investigated the factors that were perceived to be hindering the officers' aspirations for higher education. The research was further carried out with a view to discover and recommend possible interventions in order to increase officers' access to higher education programmes.

1.6 RESEARCH QUESTIONS

The main objectives of the study were to:

- a. Determine whether the junior commissioned officers aspired to go for higher education.
- b. Identify the factors which the junior commissioned officers perceived to be hindering their aspirations for higher education.

- c. Recommend some interventions that could be implemented in order to increase access of Zambia Army Officers into higher institutions of learning.

The research questions that the study addressed were:

- a. Do junior Army officers consider higher education to be necessary in the Zambia Army?
- b. Would junior officers continue with their education if given an opportunity?
- c. Do junior officers strongly agree, agree, disagree or strongly disagree with the assumptions that their aspirations for higher education were hindered by
 - (i) Inadequate incentives for higher education graduates?
 - (ii) Their poor Grade 12 (Form v) results?
 - (iii) Their preference for military training?
 - (iv) The absence of career guidance on courses necessary and available?
 - (v) Job commitments?
 - (vi) Inadequate funds for sponsorship?
- d. What other reasons do the respondents feel had contributed to the low number of officers who have graduated from colleges and universities?

- e. Do respondents strongly agree, agree, disagree or strongly disagree with the assumption that the officers' access to higher institutions of learning and the increase in the number of College and University graduates among the officers in the Zambia Army could be achieved by:
- (i) Sending more serving officers to colleges and universities through increased sponsorship?
 - (ii) Encouraging serving officers to study by correspondence?
 - (iii) Recruiting more specialists already with higher education qualifications?
 - (iv) Accreditation of DSCSC and other military schools to higher Institutes of learning?
 - (v) Introducing 'A' Levels for officer Cadets followed by sponsorship to universities?
 - (vi) Introducing a Bachelor's degree for officer cadets followed by military training stages?
 - (vii) Opening up a Department of military science at the University of Zambia?
 - (viii) Basing salaries, promotion and appointments on the level of education in order to encourage officers to study?
 - (ix) Introducing a career guidance cell?

f. What other interventions do respondents feel need to be implemented in order to increase access of officers to higher Institutions of learning and thereby increase the number of college and university graduates?

1.7 SIGNIFICANCE OF THE STUDY

The research was undertaken to shed some light on the Zambia Army officers' aspirations for further education, the factors that could be hindering their aspirations for higher education and the interventions that could be implemented in order to increase the officers' access to higher education institutions. The research was therefore envisaged to make a contribution to knowledge on barriers to higher education and the interventions that could be implemented in order to enhance human resource development in organisations.

It was further envisaged that the data collected and the findings might be of assistance to 'G' Branch and Education Directorate of Zambia Army Headquarters who were the planners and implementers of training, education and career development policies of the Zambia Army.

The findings of the studies may not only be helpful to planners of training and education in the Zambia Army but might also generate new ways of looking at the causes of non-participation in higher education programmes in other organisations.

1.8 LIMITATIONS OF THE STUDY

The ideal population for the study would have been the inclusion of junior non commissioned officers as well as ranks from private soldier to sergeant. Unfortunately because of time limitation and financial constraints the study was only confined to junior commissioned officers from the ranks of Lieutenant to Major. The findings might therefore not be a reflection of a complete picture of aspirations for higher education among all the Zambia Army serving personnel.

As expected, some of the officers in the sample were in operation areas both in Zambia and abroad. Adjustments had to be made for their replacements by those who remained behind but with the junior officers of the same rank and Corps.

The interview of senior officers could not be carried out as the senior officers indicated that they were too busy to be interviewed. They preferred a questionnaire that could be left for completion. The researcher therefore had to re-design the semi structured interview schedule into a questionnaire which the senior officers were left to complete for a period of two weeks.

1.9 OPERATIONAL DEFINITIONS OF TERMS (Applicable to this study)

The terms used in the study have the following meanings:

Adult Education All organised formal learning activities in which adults engage for the primary purpose of developing skills, knowledge, habits or attitudes.

<i>BN HQ</i>	Denotes Battalion Headquarters. This is the Headquarters of a Battalion in the field or in the Barracks.
<i>Career</i>	One's aspirations for higher advancement.
<i>Career Commitment</i>	The willingness by employees to remain in an organisation. It includes loyalty, commitment and dedication to the organisation.
<i>Career Development</i>	Developing people who will improve organisational effectiveness in the longer term.
<i>Continuing Education</i>	Education for adults provided by special schools, centres, colleges or institutions.
<i>Continuing Higher Education</i>	The continuing education of adults for occupational updating and improvement conducted by a variety of institutions and organisations.
<i>Corps</i>	The main sub divisions of the Army for special duties.
<i>Distance Education</i>	Any formal approach to learning in which the majority of instruction occurs while the educator and the learner are at a distance from one another. Print material constitutes the vast majority of items exchanged by the teacher and the learner.
<i>Education</i>	A deliberate, systematic and sustained effort of transmitting, evoking or acquiring knowledge, skills, attitudes, intellect, values and other outcomes. Education

goes beyond the next assignment but prepares one officer for a lifetime career of service.

Educational Planning

The application of systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of employees and the organisation.

Formal Education

The hierarchically structured and graded system of education that runs from primary school to university or to the other forms of education.

General Staff

Senior officers of the Armed Forces that assist the Commander in planning and administration.

Higher Education

Includes all formal schooling at the tertiary level namely the colleges and the universities that award diplomas and degrees respectively, or education beyond the secondary school level.

Human Resource Development

Organised learning activities arranged within an organisation in order to improve performance, and efficiency and for the individual and the organisational development.

Individual Development

Planned learning efforts that help in the development of the essential competencies that enable an individual to perform a current job.

Inferior Certificates The grade 12 certificates with poor results.

<i>Informal Education</i>	The life long process whereby every individual acquires attitudes, values, skills knowledge from daily experiences and educational influences in one's environment.
<i>Informational Barriers</i>	These relate to lack of information or failure to communicate information on learning opportunities.
<i>Innovation</i>	Something introduced which is new, different and usually resulting in the attaining of a higher-level achievement for the defined goals and objectives.
<i>Institutional Barrier</i>	These are the barriers created by the learning institutions or agencies responsible for education.
<i>Junior Officer</i>	Constructed to mean commissioned officers from the rank of second Lieutenant to Major.
<i>Life Long Learning</i>	Learning that goes beyond the education that is assessed by the number of completed years of study or the level of certificate.
<i>Military</i>	Members of the Armed Forces as distinct from Civilians and Police.
<i>Military Training</i>	The instruction that is oriented to a particular military specialty and that is designed to develop a technical skill for the current job.
<i>Non Formal Education</i>	Any organised educational activity outside the established formal system that is intended to serve an identified learning group and learning activities. It is usually intended for adults.

<i>Officer</i>	In reference to the Armed Forces, this is a person holding a position of authority and with a commission.
<i>Organisation</i>	Social entities that are goal oriented with deliberately structured activity systems and a permeable boundary.
<i>Professional Education</i>	All that education which has direct value for higher calling or employment. It includes vocational and general education.
<i>Psychological barriers to education</i>	These relate to an individual's held beliefs, values, attitudes and perceptions.
<i>Situational barriers to education</i>	The barriers, which relate to an individual's life context at a particular time, or the realities of one's social and physical environment.
<i>Soldier</i>	A person serving in an Army as a non commissioned officer.
<i>Training need analysis</i>	Collection of data which allows an organisation to identify and compare its actual levels of higher education with its desired level.

CHAPTER TWO: LITERATURE REVIEW

Studies dealing with higher education, career development and adult education have identified a number of factors that may inhibit further education and career development of employees. Johnson and Rivera (1965) in conjunction with the National Research Centre of the United States conducted a survey to determine the obstacles that prevented adults from taking courses. They had a population of 23, 950 and a sample of 1,974. They successfully interviewed 1,808 (91.6 percent of the sample). Darkenwald (1982) groups the obstacles found by Johnson and Rivera as situational, institutional, informational and psychological barriers. Darkenwald (1982:136) defines situational barriers as:-

*Realities of one's social and physical environment
such as cost, lack of time, lack of transport,
childcare and geographical position.*

The institutional barriers are those that are created by the learning institutions or agencies which exclude or discourage certain groups of learners. Darkenwald (1982) outlines these as inconvenient schedules or timings, high full and part time study fees and restrictive locations. The other institutional barriers he cites are lack of attractive or appreciative courses and those institutional policies and practices that may discourage the adult learners. The informational barriers are those that relate to the organisation in which the employee works. Darkenwald (1982:137) explains that information barriers are:-

*Construed to mean institutional failure in communicating
information on learning opportunities to adults. It also involves
failure by many adults to seek out or use information that is
available.*

The psychological barriers can be described as attitudinal or dispositional barriers. These barriers relate to the employees themselves. Darkenwald (1982:138) explains that:-

These are held beliefs, values, attitudes or perceptions that inhibit participation in organised learning activities such as lack of interest, age and not enjoying studying.

Nkweti (1988) carried out a research to identify barriers that act as impediments to adult learners in Cameroon. He interviewed a sample of 44 people, 12 of them were government senior officers while 32 were adult citizens. His interview schedule had 10 questions for the government officials and 10 questions for the citizens. He grouped the barriers in his research findings as institutional, situational and dispositional. The institutional barriers he cited were high tuition, lack of scholarships and inconveniencing class schedules. The situational barriers were polygamy, early marriage, poverty, work, family and home responsibilities. The dispositional barriers were lack of self-confidence among the would be learners.

Richter (1982) also conducted a research on anticipated and experienced barriers to further formal education as perceived by adult students in South Carolina of the United States. In her study she administered a questionnaire to 111 students of over 25 years who were enrolled in the certificate or degree programmes. For each of the 31 listed barriers, the respondents had to indicate whether it was a barrier before their enrolment to the college or the university. The findings were almost similar to the findings in Nkweti's research in Cameroon. The most repeated barriers Richter found were job responsibilities, lack of time, length of time required to complete the studies, home responsibility, costs and the inconvenient scheduling of classes.

Harbison (1967) identified the major human resource problems in developing societies as a rapidly growing population that put a burden on financial resources, inadequate or under developed institutions and lack of incentives for persons who engage in certain kinds of activities which are important for national development. Green (1953) also mentions the reasons for apathy towards further education. These are that workers were too tired to mentally and physically go to school after a day's work. The other reason is that the adults were unwilling to pursue further education because there was no financial advantage or incentive. He further says that others did not want to learn due to fear and uncertainty of the future. He adds that some others did not want to learn because there was no need as they were in full employment and had job security. The rest of the barriers Green (1953) mentions are distance to school, educational background, responsibilities of domestic life and pressures of the employees' public service that made them neglect their own education.

Malhotra (1999) conducted a research to determine barriers to adult participation in undergraduate education. The target population was adults over 25 years in the state of Florida. Stratified sampling was used to select 500 subjects who were representative of the population in terms of factors such as gender and location. The barriers Malhotra (1999) found were bad experience, institutional reasons, lack of resources, course offerings, cost/benefit ratio and child care.

Martindale and Drake (1989) analysed the deterrence to participation in education for a specific population of the United States Air Force enlisted personnel. Among the findings was lack of course relevance, lack of confidence, cost, time constraints, lack of convenience, lack of interest, family problems and lack of encouragement. Hunter (1979) in Malhotra (1999) studied adults who did not return to college. They found that the barriers were related costs, poor past academic records, red tape and fear of failure.

Most researchers and authors in particular, Green (1953), Johnson (1965), Harbison (1967), Richter (1982), Feist (1983), Nkweti (1988), Thomson (1994), Mabey (1995), Malhotra (1999) mention similar factors that may hinder employees' aspirations for further education in organisations. The main factors that will be discussed therefore are financial constraints, red tape, hindrance, inadequate information flow, unclear policies and lack of incentives. The other factor is emphasis on training rather than education.

Financial Constraints

The financial constraints are the major factors that may inhibit an employee from continuing with education or that may prevent organisations from enhancing the career development of their workers.

Johnson and Rivera (1965) in the survey cited earlier found that one of the barriers to participation in educational activities most frequently cited was financial constraints (43%).

Salim (2004) sought to identify entry barriers to higher education. He had an in depth house hold survey of students who appeared at the entrance examination. After analysing observations, group discussions and semi-structured interviews, annual cost of professional education was identified as the major barrier for entry to higher education.

Most countries and organisations therefore tend to neglect the education of their employees on account of financial constraints. They expect the workers to pay for their own education. Hurbeman (1973:31) alludes to this view and says that organisations spend little on the development of the personnel but expect the individuals to pay for their education.

The Ministry of Education (1995:) emphasises that although the level of public funding is inadequate for the needs that are experienced, a major task for the Government will be to effect very significant increases in allocations to the education sector.

Financial constraints as a factor inhibiting further education can however only affect organisations and nations that offer free education. Where this is the case and despite the inadequacy of resources, people will usually wait for their organisations and government to give them all the money they need for their education and yet they are the main beneficiaries. Cost sharing will be one of the best solutions to the problem of inadequate funds. Education subsidy needs to be available only to those vulnerable groups of the society.

Kelly (1991:15) has seen the problem of free education in Zambia, particularly in the first decade of independence. He points out that:-

The Government has assumed almost the entire responsibility for financing education without any contribution from the recipients. As a result people expected the government to provide all other inputs namely: personnel, curricula, materials, maintenance and even boarding provisions.

While Sulkins in Burton *et al* (1981:167) supports subsidies, he quickly cautions that when education is totally subsidized, as in many instances today, the tendency is to develop a free education syndrome. He goes on to suggest that education benefits the individual and so the individual should pay the bill. Howard in Burton (1981) further argues that people normally value goods they have paid for and this includes education.

The Zambian government recognises the danger of free education. It is for this reason that the Ministry of Education (1996) emphasises that the government's support for higher education would be in form of loans which would be recovered in the student's subsequent working life. This is the reason why Kelly (1999) advises that the education should be financed jointly by the individuals and the state.

The Organisation for Economic Cooperation and Development of the European Economic Cooperation (1966) however cautions that although financing the education system would imply different methods of cost sharing, a minimum education allowance should be given to remove the financial barrier but the charge for education must not be so large as to acclain on family financial resources.

Hindrance

In some cases there would be less participation in education programmes due to hindrance. Some managers and senior commanders do not entertain the idea of sending junior officers to attend higher institutions of learning for various reasons such as

jealousy, fear of being surpassed in education level, fear of losing appointments and many others. Masland (1957:44) explains that:

One still encounters officers, particularly in the higher ranks who declare that since they were too busy to attend the advanced schools themselves, they do not understand all the fuss about school attendance.

Lengrad (1975) also mentions that there was a great temptation to blame the apathy and sometimes even hostility of the public authorities for non participation in education programmes. He added that this factor could not be ignored since all authorities were by nature distrustful of anything which might lead to what they call an uncooperative attitude and lack of respect for the established order of things.

Absence of Career Guidance

Some organisations may discourage the education of their employees by blocking information flow. The employees are not availed information as regards the opportunities for further education. As a result they cannot know the diploma or degree programmes required and available. The information barrier can be a very serious hindrance to the employees' effort of improving their educational standards. Darkenwald (1982:137) explains that the information barriers are construed to mean

Institutional failure in communicating information on learning opportunities to adults. It also involves failure by many adults to seek or use information that is available.

Cross (1983) had a study to investigate attitudes of employers towards the education of current employees and to assess the knowledge of these employers concerning education and training available to the employees. A thirteen-question questionnaire was mailed to 170 businesses. There was a 75.5% return. The questionnaire data was analysed and frequency distributions were obtained on all items. Means were obtained where

appropriate. Cross's findings revealed that some employers were interested in further education for current employees but the employees were not well informed about the opportunities available to them.

Bowl (2001) conducted a longitudinal study of 37 adults to determine the factors that impeded the earlier educational progress of a group of adults, particularly what prevented their continuation in education after 16 years. Following the analysis of individual semi-structured interviews and group discussions, lack of career advice clearly came out as one of the factors that prevented adults from continuing with their education

Organisations should therefore create career guidance cells which will carry out Training Need Analysis and communicate information on education and training opportunities to all the employees. According to Mabey (1965) and Thomson (1994) a Training Need Analysis (TNA) is basically a process of collecting data, which allows an organisation to identify and compare its actual level with its desired level of performance. Thomson (1994) interprets performance to mean the skills, knowledge and attitudes necessary for staff to do the job effectively. The Training Need Analysis (TNA) involves collecting data on current levels of performance, comparing the current levels with the current desired levels and comparing these with the desired levels of the long term. The shortfall in these comparisons reveals both the immediate and longer-term training needs.

Andrew Mayo in Thomson (1994) adds that apart from carrying out the training needs analysis the career guidance cell should clearly spell out and communicate the career and

grading structures, in particular, specifications for jobs, appointments and pay once the training need has been met and eliminated by the individual.

Absence of a Clear Policy

In some organizations, employees are prevented from pursuing higher education programmes due to lack of clearly defined and operational education policies. Unclear policy statements often made on education programmes are difficult to implement.

The organization for Economic Cooperation and Development (1966) makes it clear that implementation of a policy would not take place if planning was done in the absence of a clear policy orientation. He adds that the problems of implementation would occur if the basic principles and objectives of education were not stated in a form which would provide a guiding frame work for those involved in the implementation. The general principles that were usually announced in the programmes were usually difficult to interpret as operational objectives and since they received different interpretations, they were not implemented at all.

The inability of the managers to formulate a correct, clear and operational policy on further education is one of the most important reasons for the absence of clear policies in organisations. The Organization for Economic Cooperation and Development (1966) explains that most authorities do not have a clear philosophy of education of operational nature which could guide action because they lack technical knowledge. Organizations

should therefore send their education planners for training in implementation and management of educational programmes

Lack of incentives

Most employees will be unwilling to engage themselves in further education if their employers will not give them incentives both during and after training. These incentives may be in form of financial and material support during training and some fringe benefits and appointments after training. Lengrad (1975:53) sees the importance of incentives in order to motivate workers to engage in learning activities. He observes that:-

No outside authority attempts to compel him to study to improve his knowledge and his mental equipment. For as long as he has not grasped that a specific benefit awaits him if he makes a particular effort in the higher field, he will keep out.

One still finds organisations that put certificate, diploma and degree holders in one salary scale as long as they hold the same appointment or rank. Where such a situation occurs, the lowly qualified employees will not see any reason to go for further education.

Harbison (1967) supports Lengrad and sees a problem of incentives in most developing countries. He says that in these countries, it is not correct to assume that an individual will relate the earnings and status to the value of contributions and education. Instead, the pay and status is a reflection of tradition, colonial heritage and political pressures than production and education. Singh in the military review (Nov. 1973:80) expressed the same worries of absence of incentives in Armies. He says that officers were not employed according to the requirements for their development and growth. He adds that

little attention was paid to merit and achievement but the strict seniority system still persisted in the Armed forces.

Janowitz (1964:246) gives a solution to the problem of lack of incentives as a factor that discourages workers from engaging in education. He says that:-

in a technologically advanced military establishment, we must expect formal education to become an increasingly important determinant of rank. If academy officers are more likely to desire or to be encouraged to take graduate training, they will have further advantage in competition for promotion.

The American Educational Research Association (1960:858) in reference to the United States Army states that higher military schooling was considered mandatory for promotion. Once promotion and better incentives were related to the levels of higher education, the workers will be compelled to engage in learning activities.

Red tape

In many cases the employees are blocked from pursuing higher education programmes due to the appointments and job responsibilities they have at one time or another. Red tape could also be in form of complicated and cumbersome procedures of applying for courses and getting accepted in higher institutions of learning. Red tape can be a very serious hindrance to the workers' efforts of pursuing higher education.

In a related study, Feist (1983) conducted a study to compare the Continuing Education needs of civilian women and active duty Air Force women in the United States. Feist adapted a questionnaire which was sent to a random sample of 300 subjects. After

analysing and comparing the data he found that job restrictions and inconveniencing time schedules were the main factors that inhibited continued pursuit of higher education as identified by the respondents. Green (1953) alludes to the findings of Feist. He explains that most workers get too committed to their jobs to remember improving their educational standards. He adds that while some are busy improving their qualifications, the others often neglect their education due to the pressure of their public service.

Brady(2000)investigated the barriers that inhibited individuals from participating in further educational programmes. After administering a questionnaire to adults, red tape and procedural problems were identified as the major barriers.

This therefore means that even if officers want to embark on studies, they cannot do so if they are always committed to their jobs. Organisations must relieve their workers from routine work and send them for education. This is the reason why the Organisation for Economic Cooperation and Development (1966:61) emphasises that:-

re-education calls for a radical break in a working life and in the routines and associations of daily employment.... Reasonable choices can be made which would permit the development of a workable plan for re-education such as the development of suitable educational programmes with supporting services to facilitate and encourage persons of working age to return back to school.

The other solution to the factor of work restriction lies in distance education and the non-formal continuing education programmes. John (1991) explains that distance education is appropriate to workers who were committed to their job responsibilities. He adds that the method is even more appropriate to adults as learning will not conflict with their workdays.

He further explains that students enrol in distance education for many reasons but the most important one is that on campus classes conflict with work. Sanyal (1990:106) supports John and Verduim and says that:

formal education cannot alone sustain human resource development because such development is a life long process. Non formal education channels including adult education should therefore be developed and strengthened.

Sanyal (1990) adds that continuing education programmes should be supported to develop lifelong education. These programmes should be designed in such a way as to facilitate the upgrading of underutilised human and resources and enhance the capacity of individuals to adapt to changing social and economic circumstances. Kelly (1991) also agrees that Zambia provides continuing education programmes to complement and extend the education acquired in school. This will enable the adults to acquire practical skills or useful knowledge and to meet some of their needs for personal development.

Emphasis on training

One of the major barriers to higher education is that organisations insist on training and do little to improve the educational standards of their employees. Training in most World Armies is provided in service schools and military establishments.

Higher education for the military officers can be conducted in command and staff colleges as well as in the civilian colleges and universities. Some Armies have less highly educated personnel because they put more emphasis on training. The problem is

worsened by the fact that very few of their officers are admitted into the civilian colleges and universities. Their military colleges are also not accredited to any universities and cannot therefore grant degrees. The Zambian government has a policy of accrediting higher learning institutions. This policy could help the upgrading of the local military institutions. The Ministry of Education (1996:97) makes it clear that:

The articulation between works of various institutions on one hand and that of the university on the other may occur formally through university involvement in accrediting programmes at various institutions or less formally through the participation of university staff in the activities of the different institutions.

To explain the differences between training and education further, the experiences of the United States Army will be discussed. The United States Army is among the Armies that put equal emphasis on training and higher education. Masland (1957:279), in reference to the United States Army, states that:-

there is extensive use by the Armed forces of civilian universities for the graduate education of their officers particularly in the medical, law, business, public administration and engineering.

Masland (1957) adds that in the civilian universities, a number of officers pursue studies in engineering and scientific fields. He adds that many more are now studying courses such as foreign languages, international relations, management, problems of executives, economics and law. The others take public administration, psychology and accounting. Masland (1957:304) clarifies that education in the civilian universities is not given to everyone for every subject. He says that in the United States:-

under the law, all graduate education must be justified in terms of specific requirements for trained personnel. Although officers may apply for graduate studies, they are accepted only in so far as the need for their subsequent

services can be demonstrated.

Masland (1957:3) adds that the other courses followed by the Army officers in the civil universities were supply, finance, research and development and public relations. The others were Human Resource management, national combined strategy, strategic intelligence, civilian defence and psychological warfare.

According to the American Educational Research Association (1960) the military colleges in the United States are accredited to the local universities. As a result, they have the authority to grant degrees.

Due to the advanced education in civilian universities and service colleges in which degrees are offered, most of the officers in the Armies of the developed nations and some developing ones have a large number of degree holders. As at August 31, 1961, the level of education for officers in the United States, according to Janowitz (1964) was as follows: twenty two percent had qualifications beyond the Bachelors degree, 50 percent had Bachelor's degrees, 25 percent had college diplomas while only 3 percent were high school graduates.

The high number of officers with degrees in the American Army is as a result of their graduation from civilian universities, command and staff colleges, the United States Military Academy and the Civilian Military Colleges. Monroe *et al* (1971:372) explain that the United States Military Academy at West Point is an undergraduate educational

institution. Its function is to train selected young men and women for careers as officers in the regular army. They explain that:-

successful completion of the four year courses in academic and military training leads to a Bachelor of Science (Bsc) degree on commission as second Lieutenant in the United States Army. The curriculum covers engineering programmes and general broad education with emphasis on Humanities and Social Sciences.

The civilian military colleges offer a four-year programme of higher learning. Kraus in the Military Review Journal (1976) says that the civilian military colleges are principally military in character but have no direct connection to the United States Armed Forces. From the United States experience, it is clear that the emphasis is on both training and education.

However, most other Armies and organisations put more emphasis on training of their personnel. There are a number of reasons why they emphasize more on training than on higher education. The first reason is that some organisations are reluctant to embark on the higher education of their employees due to fear of them resigning. They feel that if some employees, particularly in the military get the qualifications that are easily accepted in the civilian institutions, they tend to leave for the highly paid jobs. Janowitz (1964) in referring to the military says that most Armies offer a narrower and specialised type of training in their service schools in order to reduce the rates of transferability to civilian employment. There is a general belief that non college and non university graduates have stronger career commitments than those who hold degrees.

Janowitz (1964) however does not support the view that an officer who gets advanced education could resign. Instead he explains that the combination of special higher specialisation at the academics and superior career opportunities produced a lifetime commitment among officers. Thomson (1994:13) further explains that the workers were more interested in the education that would improve their higher status. He says that:-

employees were more interested in development which increased job security and helped them to progress in their careers. They favoured training opportunities which provided transferable skills; not necessarily in order that they could leave the organisation.

Thomson (1994) adds that employees seek jobs in which training and development are part of the job package. If these benefits do not exist they are likely to move to another organisation that offers them.

The other reason why there is emphasis on training and not on higher education is that most officers and particularly in the military, do not know the differences between training and education. As a result, higher education is not appreciated nor given emphasis. Masland (1957:56) alludes to this observation and says that:-

other limitations upon the effectiveness of higher military education stem from the tendency of many responsible officers to associate education with military training, a function that they are more intimately acquainted with and towards which they are more sympathetic.

There is also emphasis on training because the instructors who are supposed to teach academic and higher subjects in military colleges do not have adequate academic qualifications. There appears to be too many faculty members in these colleges who do

not possess an undergraduate degree except for a high school certificate and some specialised military training. However, having a degree or advanced military training does not make one a good teacher. The military college instructors, in addition, must have advanced training in methodology. Brown's article in Jolly (1969) alludes to this assertion and adds that those who do the teaching have usually been good at their profession, but very few of them have had any training in the techniques of teaching adults. As a result, she says, some very good schemes have gone to grief owing to the amateurish ways of teaching employed.

Nevertheless whatever barriers there may be, the responsibility of education and development of the employee lies in the organisation and not the employee. The employee can only make career choices.

The review of the literature demonstrated that the Barriers to higher education aspirations could be financial constraints, red tape, hindrance, inadequate information flow on educational opportunities and lack of incentives. The other is putting more emphasis on training and less on education. But the scenario from which Johnston and Rivera (1965), Richter (1982), Nkweti (1988) Malhotra (1999) and others conducted their respective studies in the United States and Cameroon respectively is significantly different from the Zambian scenario in general and the Zambia Army in particular. The findings of these researches have to be validated considering the passage of time and the different circumstances obtaining in Zambia compared to the time Johnston and Rivera, Nkweti and others conducted their studies.

CHAPTER III: PROCEDURE AND METHODOLOGY

3.1 POPULATION

The population consisted of all the junior commissioned officers of the Zambia Army. The rationale for selecting the junior commissioned officers was that these were the officers that were still expected to have aspirations for higher education and would therefore give the best and most helpful responses. It was assumed that most senior officers above the rank of Lieutenant Colonel were looking forward to attaining military appointments and retirement. They could therefore not be very helpful in the study. It was further decided to select commissioned officers and not non commissioned officers (soldiers) due to time limit and financial constraints.

3.2 SAMPLE

A sample of 165 officers was drawn from a population of 658 junior commissioned officers of the Zambia Army. The Sample comprised the junior officers from all the thirteen Corps of the Army. The 165 officers was the sample the researcher was able to adequately cover with the limited financial resources and time that was available. The sample of 165 officers was further considered to be sufficient for the study. To ensure satisfactory and adequate representation of the Corps, proportional stratified sampling was used. The proportion of Corps officers in the sample was the same as their proportion in the population. In order to select a sample in a Corps, the simple random sampling method was used using a table of random numbers.

TABLE 1
CORPS POPULATION AND SAMPLE

SER NO.	NAME OF CORPS	POPULATION	SAMPLE
01.	Zambia Infantry	199	50
02.	Zambia Army Medical Corps	80	20
03.	Zambia Artillery	76	19
04.	Zambia Armoured Corps	48	12
05.	Zambia Ordnance Corps	44	11
06.	Zambia Engineers	39	10
07.	Zambia Corps of Transport	32	8
08.	Zambia Signals	32	8
09.	Zambia Electrical and Mechanical Engineers	32	8
10.	Zambia Army pay Corps	28	7
11.	Zambia Army Catering Corps	20	5
12.	Zambia Army Corps of Education	20	5
13.	Zambia Army Military Police	8	2
	TOTAL	658	165

3.3 RESEARCH INSTRUMENTS

The data for this study was collected through self-administered questionnaires which were completed by 165 junior commissioned officers who were selected using the stratified sampling technique and randomly selected from each Corps. Additionally, 23 senior officers from the Defence Services Command and Staff College, the Military Establishment of Zambia and Army Headquarters who intensely manifested training and higher education in the Zambia Army completed some questionnaires. A critical case purposive sampling technique was used to come up with a sample of the 23 senior officers.

A focus group discussion was organised in each of the units visited and where the officers were not on operations. In all, 165 questionnaires were completed by junior

commissioned officers while 23 questionnaires were administered to 23 senior officers who were responsible for planning and implementing administrative, training and educational policies. A total of 55 officers took part in study group discussions.

3.4 DATA NEEDED AND DATA COLLECTION PROCEDURES

For this study, the researcher needed the following information from the 165 Junior commissioned officers; whether they perceived higher education to be important and necessary in the Zambia Army, whether they aspired for higher education, what factors they perceived to hinder their aspirations for higher education and what interventions they felt had to be implemented in order to enhance higher education for officers in the Zambia Army.

The information the researcher needed from the 23 senior officers was, whether they thought degree and diploma programmes were necessary in the Zambia Army, whether they would allow an officer who requested to go for a higher education programme, what they perceived to be the hindering factors to junior officers' aspirations for higher education and what intervention they felt the Zambia Army needed to implement in order to have more officers get into degree and diploma programmes.

In order to get access to all the respondents, 'G' Branch sent a signal message to all the Zambia Army units and formations informing them about the researcher's visit to their locations and asking for maximum co-operation of those who were to be approached. A pilot study was carried out in Arakan Barracks to verify the questionnaires. The use of the

term higher education was not understood by many. In the final questionnaire, the term was replaced with diploma and degree programmes, a term which was easily understood.

The data (as indicated in the junior officers' questionnaire in appendix A) was obtained by administering the questionnaire to the 165 junior commissioned officers. The respondents were given to complete the questionnaire individually within a period of One hour in the presence of the researcher, in some cases, after which the questionnaires were collected. The study group discussions took about thirty minutes and were done after the completion of the questionnaire. The senior officers were given between one to two weeks to complete the questionnaire after which the researcher collected them in person. The senior officers needed time to complete the questionnaires as they claimed to be busy persons.

As in the questionnaires instructions, the respondents were not required to write their names to allay fears of identifications and victimisation.

3.5 DATA ANALYSIS

In analysing data the information from the questionnaires' controlled responses are presented in simple tables which are converted in percentages. The descriptions of the findings are therefore reinforced by the use of descriptive statistics. The findings from the questionnaires' free response questions and from study group discussions are presented in categories which are followed by commentaries highlighting the themes and sub themes of importance to the study.

3.6 PROBLEMS ENCOUNTERED DURING FIELD WORK

a. The major problem was how to reach operation areas in border areas of Luapula and North –Western provinces of Zambia where some of the junior officers were deployed. It was also not possible to visit the Battalion that was on the United Nations Operations in Sierra Leone. However, only the Zambia Infantry Corps was affected. The researcher nevertheless reached the Battalion which was deployed in the Western Province and replaced the respondents who could not be reached, with the junior officers who had remained in base.

b. Most senior officers could not have time for interviews as they had busy schedules. The researcher however redesigned the interview schedule into a questionnaire for them.

c. The funds for research were not released on time and this delayed the beginning of questionnaire administration. The researcher however used his own meagre resources on accommodation and meals while on research. The movements were made easier by the Director of transport who provided the researcher with a vehicle and all the fuel he needed.

CHAPTER FOUR: RESEARCH FINDINGS

This Chapter is organised under four major sections. SECTION A is based on the information from the junior officers' questionnaire. SECTION B is based on information from study group discussions. SECTION C has information from the senior officers' questionnaire.

The study managed to get responses from the whole sample as expected. The breakdown of the sample is given in Table 2

TABLE 2

EXPECTED AND ACTUAL POPULATION SAMPLE

RESPONDENTS	JUNIOR OFFICERS ON QUESTIONNAIRES		ON STUDY GROUP DISCUSSIONS		SENIOR OFFICERS ON QUESTIONNAIRE		
	2 LT/LT	CAPT/MAJ	2 LT/LT	CAPT/MAJ	LT COL	COL	BRI G GEN
EXPECTED	25	140	15	40	8	10	5
ACTUAL	25	140	15	40	8	10	5
SHORTFALL	0	0	0	0	0	0	0

SECTION A: INFORMATION FROM THE JUNIOR OFFICERS'

QUESTIONNAIRE

In the questionnaire, the respondents were required to give responses expressing their opinion on;

1. Whether they aspired for college or university education.

2. Whether they strongly agreed, agreed, disagreed or strongly disagreed with some assumed factors which could be hindering their aspirations for higher education.
3. What they perceived to be the other factors hindering their aspirations for higher education.
4. Whether they strongly agreed, agreed, disagreed or strongly disagreed with some assumed interventions in order to enhance higher education in the Army.
5. What other interventions they felt had to be implemented in order to enhance higher education in the Zambia Army.

1. **WHETHER RESPONDENTS HAD ASPIRATIONS FOR COLLEGE OR UNIVERSITY EDUCATION**

In order to determine whether the respondents attached any value to education, it was necessary to know their level of education. It was also necessary to know whether they thought diploma and degree programmes were relevant to the Zambia Army or not. After determining whether they attached any value to education, it was important to know how far they wished to go in school as a determinant of their aspirations for higher education.

a. **Whether the respondents had done a diploma or degree programme**
(Item 2a Appendix A)

The results revealed that the majority of the respondents 143(86.7%) had neither diploma nor degree qualifications. Only a few 22(13.3%) of the respondents had either a diploma

or a degree qualification or both. The findings further revealed that the largest number of the diploma and degree holders were from the medical and education Corps.

b. **Whether the diploma and degree courses were an important thing for the Zambia Army to spend money on (Item 7 Appendix a)**

Almost all the respondents 163 (98.2%) indicated that diploma and degree programmes were very important to the Zambian Army. Only 2 of them (1.8%) were of the opinion that the programmes were irrelevant and that it would be better for the Zambian Army to spend money on something else rather than on higher education.

How far an officer would like to go in school (item 5 Appendix A)

The table below summarises the respondents' aspirations for diploma or degree programmes.

TABLE 3

How far an officer would like to go in school.

Statement	Number of responses	Percentage
1. Complete some college	15	10.5
2. Complete University	122	85.3
3. Get other training	6	4.2
TOTAL	143	100

Out of the total number of 143 respondents who neither had a diploma nor a degree, most of them 122 (85.3%) aspired for University Education. Some of them 15(10.5%) aspired

to pursue college education while only a few 6 (4.2%) aspired to pursue some other training. Military training was the one preferred the most by those who needed some other training.

2. WHETHER THEY STRONGLY AGREED, AGREED, DISAGREED OR STRONGLY DISAGREED WITH SOME ASSUMED FACTORS THAT COULD BE HINDERING THEIR ASPIRATIONS FOR HIGHER EDUCATION (ITEM 1a APPENDIX A)

The respondents were asked whether they strongly agreed, agreed, disagreed or strongly disagreed with some assumed factors that may be a hindrance to their aspirations for higher education. Their responses are summarised in the table below.

TABLE 4

Factors hindering officers' aspirations for Higher Education (Item 1a Appendix A)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
a. My employers couldn't afford paying college or university fees.	49(30%)	39 (24%)	53 (32%)	24 (14%)
b. At my age and service, I couldn't go to college or university.	3 (2%)	8 (5%)	91 (55%)	63 (38%)
c. Due to job commitment, I couldn't be allowed to go to college.	14 (8%)	48 (29%)	72 (44%)	31 (19%)
d. There is little difference in conditions of service between degree holders and those who do not have them. I wouldn't waste time.	25(15%)	34 (21%)	64 (39%)	42 (25%)
e. I already have a diploma or degree. I wouldn't want to go back to college or university.	2 (1%)	7 (4%)	86 (52%)	70(43%)
f. I would rather do more of military training than pursue a diploma or degree programme.	6(4%)	22 (13%)	84 (51%)	53 (32%)

g. Absence of career guidance. I wouldn't know the diploma and degree courses required and available.	44(27%)	51(31%)	49(30%)	21(12%)
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The following paragraphs will discuss the findings as tabulated in table 4

.Of all the respondents 49 (30%) strongly agreed and 39 (24%) agreed that financial constraints were a hindrance to their aspirations for higher education. 53 (32%) disagreed and another 24 (14%) strongly disagreed that financial constraints hindered their aspirations. The majority 88(54%) considered financial constraints as a hindrance.

According to the responses in Table 4, 91(55%) disagreed and 63 (38%) strongly disagreed that they were too old to pursue higher education. Only 8(5%) strongly agreed and 3(2%) agreed that age discouraged them from going to college. It is however important to note that 140 (84.8%) of the respondents were below the age of 41 years. Only a few 25(15.2%) were elderly officers with the age of 42 years and above. Age could therefore not be a hindrance to the officers' aspirations for higher education.

Only 14 (8%) strongly agreed and 48 (29%) agreed that routine work and operational commitments prevented some officers from pursuing college or university education. The majority of the respondents 72 (44%) disagreed that routine work or operational commitments hindered their aspirations for higher education. Another 31 (19%) strongly disagreed with the assumption. The majority of the respondents 103 (63%) did not therefore accept job commitment as a hindrance to their aspirations for higher education.

From the sample, 64(39%) of the respondents disagreed and 42 (25%) strongly disagreed with the assumption that inadequate incentives for college and university graduates discouraged officers from pursuing diploma and degree programmes. However 25 (15%) strongly agreed and 34 (21%) agreed that some officers were discouraged from taking up diploma and degree programmes due to the absence of added incentives for graduates in the Zambia Army.

The majority of the respondents 106 (64%) therefore did not believe that inadequate incentives for graduates was a hindrance to the officers' aspirations for higher education.

From the findings 84(51%) disagreed and 53(32%) strongly disagreed that they were unwilling to take up college or university education because they would rather do Military training. Some of them 22(13%) however agreed and 6 (4%) strongly agreed that they would rather do Military training than pursue college or university education. Military training preference could therefore not be a hindrance to officers' aspirations for higher education.

In terms of information on programmes, 44(27%) of the respondents strongly agreed and 51 (31%) agreed that they could not pursue college or university education because they did not know the Diploma or Degree programmes that were available and required in the Zambia Army. However, 49 (30%) disagreed and 21 (12%) strongly disagreed that inadequate information flow on career opportunities in the Zambia Army hindered their aspirations for higher education. Inadequate information flow on higher education

opportunities was therefore accepted by the majority as a hindrance to officers' aspirations for higher education.

3. **FINDINGS ON THE OTHER FACTORS PERCEIVED TO BE HINDERING OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION** (Item 1b appendix A)

The respondents were asked to specify other reasons which they felt contributed to the low number of officers with diploma and degree qualifications in the Zambia Army. Their responses are summarised in the following table:-

TABLE 5

OTHER FACTORS PERCEIVED TO BE HINDERING OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION

SER NO.	Factors hindering officers' higher education aspirations.	Frequency of responses	Percentage
01.	Red tape	39	15.4%
02.	Hindrance from supervisors	37	14.6%
03.	Inadequate sponsorship	32	12.6%
04.	Lack of interest among the officers	22	8.7%
05.	Absence of career guidance	20	7.9%
06.	Absence of clear policy on higher education	20	7.9%
07.	Interest in military positions	16	6.3%
08.	Inadequate incentives for graduates	15	6.0%
09.	Irrelevant programmes in civil institutions	14	5.5%
10.	Poor grade 12 (Form V) results	14	5.5%
11.	Job commitment	8	3.2%
12.	Importance of education not valued	5	2.0%
13.	Lack of encouragement	8	3.2%
14.	Unfavorable location of some military cantonments	2	0.8%
15.	Family commitments	1	0.4%
	Total	253	100%

From the above table, it is clear that the nine main factors that were perceived to be hindering officers' aspirations for higher education were:

- a. Red tape.
- b. Hindrance from supervisors.
- c. Inadequate sponsorship.
- d. Lack of interest among the officers
- e. Absence of career guidance.
- f. Absence of a clear policy on officers' higher education.
- g. Interest in military positions.
- h. Inadequate incentives for graduates.
- i. Irrelevant programmes in civil institutions.

The presentation of each factor will be followed by quotations from the respondents whose statements best represent the views expressed by most respondents. While the work places, ranks and ages of the respondents are the real ones the names are fictitious to lessen the possibilities of identification and possible victimisation.

a. **Red Tape**

Red tape was presented in form of the cumbersome procedures in place for securing places in colleges or universities. Second Lieutenant Phiri of Zambia Infantry in Ndola and aged between 20 and 30 years complained that:

Procedures of applying for sponsorship are too long and irritating. The application letters have to pass through a number of points such as the company, unit, Brigade, Education Directorate and eventually 'G' Branch. Other

letters get missing in the process.

Lieutenant Muchindu of Zambia Engineers in Mufulira and aged between 20 and 30 years supported Lieutenant Phiri and explained that the method and chain of Command which was followed was too long and complicated so much that by the time the applications reached the relevant authorities, the time would have elapsed.

b. **Hindrance**

Hindrance from supervisors was the second most serious factor that was perceived to be contributing to the low number of officers pursuing higher education programmes. The respondents indicated that the supervisors blocked most of their subordinates who requested to pursue college or university education. Major Shonga aged between 31 to 41 years of Zambia Infantry in Lusaka wrote that:

In most cases, particularly in Regiments, it is difficult for a junior officer to be allowed to pursue a civilian course

Lieutenant Chomba of Education Corps in Lusaka and aged between 31 and 41 years further explained that some commanders did not allow junior officers to get into college or university education for fear of losing the manpower they needed.

c. **Lack of sponsorship**

Most of the respondents indicated that the Zambia Army could not send all or most of its officers for college and university programmes due to inadequate financial resources. They explained that even if most of the officers wanted to obtain diploma or degree qualifications that were relevant to their job assignments, this could not be done because

there would not be enough money to sponsor them. Captain Muwezwa of Zambia Army Medical Corps in Lusaka and aged between 31 and 41 years wrote that;

The Army cannot sponsor all the officers for diploma or degree programmes due to inadequate funding to cater for such Scholarship opportunities.

Many other respondents expressed the view that the Zambia Army had money. They explained that very little money was allocated to higher education. Major Mulinda of Zambia Corps of Transport in Lusaka and aged between 42 and 52 years indicated that it was difficult for officers to get sponsored to colleges and universities because of lack of understanding by senior officers in charge. Captain Mununga of Zambia Army Medical Corps in Lusaka and aged between 31 and 41 years added that:

very little money is allocated to education..... Most of the officers who qualify are not sponsored

d. **Lack of interest among the officers**

Some respondents indicated that on one hand some officers were unwilling to pursue diploma and degree programmes because they were more interested in socializing than reading. On the other hand, other officers felt that pursuing diploma and degree programmes was a waste of time as they were already in gainful employment. Captain Mapeto aged between 31 and 41 of Army pay Corps in Lusaka explained that some officers had developed a bad culture of leisure and beer drinking and had done little to improve their education. Major Mukelabai aged between 31 and 41 years in support of Captain Mapeto added that:

Most officers feel going back to college or university is a sheer waste of time as they are already in steady and gainful employment.

e. **Absence of career planning and guidance**

The majority of the respondents felt that their aspirations for higher education were hampered by the absence of a well established career planning and guidance unit. Due to the absence of a career guidance unit, the officers were unable to know which college or university courses were relevant to their jobs.

They could not further know where the courses were offered, when an officer was required to do such a course and his deployment after completing such a programme. Captain Sefulo of Zambia Artillery in Ndola and aged between 31 and 41 years expressed the view that:

When courses were open in the institutions, they were not communicated to the officers in the Units due to the absence of a well established career planning unit.

Major Mwabane of Zambia Medical Corps in Lusaka and aged between 42 and 52 years supported Captain Sefulo and added that due to the absence of the career guidance cell, the officers might not be in a position to know the courses offered. Furthermore, Captain Kapanda of Zambia Engineers in Mufulira and aged between 31 and 41 years added that due to lack of career progression, monitoring and guidelines, the officers had lost the opportunity of doing the diploma and degree programmes.

f. **Unclear policy on college and university education**

The respondents indicated that the unclear policy on higher education in the Zambia Army was a hindrance to the officers' aspirations for diploma and degree programmes. They explained that the only clear policy was on military training in which the courses an officer was required to do before any appointment and promotion were clearly tabulated.

Captain Longwe of Zambia Artillery in Ndola and aged between 31 and 41 years wrote that:

There is no policy on academic education for the officers in the Zambia Army.

Major Mwape of Zambia artillery in Ndola and aged between 42 and 52 years added that there was no policy for the Army to make it mandatory for officers to attain a diploma or degree qualification before attaining a certain rank. This was the reason why Captain Chisala of Zambia Corps of education in Kabwe and aged between 31 and 41 years wrote that the policy towards educating officers and men in the Army was not well tailored and coordinated.

g. **Interest in military positions**

The respondents wrote that other officers did not want to spend many years in higher education institutions as they feared that they would lag behind in promotions, appointments and in other incentives while in colleges or universities. Captain Kanyanta aged between 20 and 30 years and of Zambia Infantry in Lusaka indicated that most officers felt that they might lose on promotion and seniority if they went to do degree or diploma programmes. Lt Mudaala of Education Corps in Kabwe and aged between 31 and 41 years added that the officers preferred military courses which were considered for promotion and appointments than civilian courses. On incentives Lt Mudaala further explains that:

Of late many officers prefer taking part in United Nations operations in order to make money than spend long time in university and remain poor.

h. **Inadequate incentives for university and college graduates**

Some of the respondents said that there was little or no difference in salary scales and conditions of service between graduates and non graduates in the Zambia Army. They added that Diploma and Degree qualifications had no influence on an officers' promotion and appointments. As a result the officers did not see any need for spending time pursuing Diploma or degree programmes.

Major Banda of Zambia Corps of Education in Lusaka and aged between 31 and 41 years explained that:

There is no significant difference in salary scales between school leavers and diploma or degree holders in the Zambia Army. let alone retention allowance for graduates.

Captain Matende of Zambia Corps of Transport in Kabwe and aged between 31 and 41 years, in support of Major Banda explained that in the Zambia Army, the promotions were based on Military courses. He added that there was no corresponding incentive such as promotion after one has done a diploma or a degree course. Major Chaambwa of Zambia Corps of Transport in Lusaka and aged between 42 and 52 years also explained that:

Non availability of incentives for those with higher education lowers the morale of the potential candidates.

j. **Irrelevant programmes in civil institutions**

Many respondents explained that the aspirations for higher education among the junior officers were hampered by the absence of degree and diploma programmes that were relevant to the officers' work in the Zambia Army. As a result most officers could not be allowed to pursue higher education programmes which were irrelevant to their job

assignments. The authorities therefore preferred military training. Major Choongo aged between 31 and 41 of Zambia Artillery in Ndola wrote that the civil universities and colleges offered limited courses that were relevant to the officers' current employment in the Army except for those in the service Corps. Lieutenant Ngulube aged between 20 and 30 years of Zambia Infantry in Kaoma explained that:

Civil institutions did not offer programmes that were relevant to what Officers did in their Corps. There is an instruction that officers intending to do courses will only pursue those courses in line with their Corps. Hence the infantry officer is disadvantaged.

4. **WHETHER THEY STRONGLY AGREED, AGREED, DISAGREED OR STRONGLY DISAGREED WITH THE ASSUMED INTERVENTIONS TO ENHANCE HIGHER EDUCATION OF ZAMBIA ARMY OFFICERS** (Item 8

Appendix A)

In the questionnaire, the respondents were asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with some assumed interventions. The responses are summarized in the table below.

TABLE 6

Interventions on how to enhance higher education for officers.

Statement	Strongly agree	Agree	Disagree	Strongly Disagree
a. Send more serving officers to colleges and universities	89 (54%)	72 (44%)	4 (2%)	0
b. Encourage serving officers to study by correspondence	36(22%)	78(47%)	45(27%)	6(4%)

Handwritten calculations:

$$\begin{array}{r} 31 \\ 21 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 36 \\ 25 \\ \hline 72 \end{array}$$

c. Recruitment of college and university graduates	16(10%)	66(40%)	62(37%)	21(13%)
d. Accredite the Defence services Command and staff college to one of the universities	64(39%)	80(48%)	21(13%)	0
e. Introduce 'A' Levels for officer cadets at the Zambia military academy	83(50%)	75(46%)	7(4%)	0
f. Introduce Bachelor of science degree for officer cadets at the Zambia military academy.	47(28%)	85(52%)	25(15%)	8(5%)
g. Open a department of Military Science at the university of Zambia	56(34%)	77 (47%)	26(16%)	6(3%)
h. Introduce career guidance cell at Army Headquarters	77(47%)	83(50%)	5(3%)	0
i. Army to base salary and promotion on education and training levels	56 (34%)	72(45%)	24(14%)	13(7%)

The following paragraphs describe the findings as tabulated in table 5 above.

From the responses, 89 (54%) of the respondents strongly agreed and 72(44%) agreed that the Zambia Army should create more opportunities for its officers to study for diploma and degree programmes. Only 4(2%) disagreed with the intervention.

In terms of opportunities for Distance Education, 36 (22%) of the respondents strongly agreed and 78 (47%) agreed that the enhancement of higher education of the officers

could be attained through correspondence studies. Only 45 (27%) disagreed and 6 (4%) strongly disagreed with subjecting officers to distance education.

The respondents were equally divided on the question of recruiting specialists. Only 16 (10%) strongly agreed and 66 (40%) agreed with the recruitment of specialists as away of increasing the number of graduates in the Zambian Army. However, 62 (37%) disagreed and 21 (13%) strongly disagreed that the recruitment of the specialists needed to be encouraged.

On accreditation of Military Colleges to the university, 64 (39%) strongly agreed and 80 (48%) agreed that the accreditation of the Military Colleges to the universities would be one of the best interventions in enabling more officers to receive recognised diploma and degree qualifications. Only 21(13%) disagreed that the Military Colleges should be accredited to the higher institutions of learning.

From the sample, 83 (50%) of the respondents strongly agreed and 75 (46%) agreed with the suggestions that advanced levels ('A' Levels) of education be introduced for officer cadets at the cadets training school. A very small number of them (7.4%) did not support the idea of 'A' Levels for officer cadets.

Most of the respondents agreed that a Bachelor's degree programme be introduced for Officer Cadets, 47 (28%) strongly agreed and 85 (52%) agreed that a Bachelor's degree programme should be introduced for officer cadets. However, 25 (15%) disagreed and

8(5%) strongly disagreed with the introduction of a Bachelor's degree for the officer Cadets. The majority therefore agreed that a Bachelor's degree programme be introduced at the Zambia Military Academy.

On whether a department of Military Education be established at the University of Zambia, 56 (34%) strongly agreed and 77 (47%) agreed with the suggestion. Only 26 (16%) disagreed and 6(3%) strongly disagreed with the opening of the Military education Department.

Among the respondents, 77(47%) strongly agreed and 83 (50%) agreed that there was need to open up a career planning and guidance unit at Army Headquarters to disseminate information to the officers on the career opportunities needed and available for them. Only 5(3%) disagreed with the idea of opening up a career planning and guidance cell.

In relation to remuneration, 56 (34%) strongly agreed while 72 (45%) agreed that in order to motivate the officers to take training and higher education programmes seriously, the salary scales and promotion should mainly be based on the level of education and training. However, 24(14%) disagreed and 13(7%) strongly disagreed with the suggestion. The majority therefore accepted that salary scales and promotion be based on the level of education attained.

5. **FINDINGS ON THE OTHER INTERVENTIONS NEEDED TO ENHANCE HIGHER EDUCATION** (Item 9 appendix A)

In this free response question the respondents were asked to give the other interventions that they felt were needed to enhance higher education for officers. Their responses are summarised in the following table:

TABLE 7

OTHER INTERVENTIONS NEEDED IN ORDER TO INCREASE ACCESS OF OFFICERS INTO HIGHER EDUCATION PROGRAMMES

SER NO.	INTERVENTIONS TO ENHANCE HIGHER EDUCATION	FREQUENCY OF RESPONSES	PERCENTAGE
1.	Scout for more places in colleges/universities (increased opportunities)	21	15.0%
2.	Increased funding on higher education	19	13.5%
3.	Improve incentives for graduates	15	10.7%
4.	Formulate higher education policy	15	10.7%
5.	Raise entry qualifications for officer cadets	11	7.9%
6.	Recruit specialists/professionals	11	7.9%
7.	Remove red tape and hindrance	10	7.1%
8.	Create a career guidance cell	8	5.7%
9.	Encourage officers to study	7	5.0%

10.	Introduce 'A' Levels and a BSC degree at the Zambia Military Academy.	5	3.6%
11.	Encourage distance education	5	3.6%
12.	Accreditation of military colleges to universities	4	2.9%
13.	Introduce military science faculties at civil institutions	4	2.9%
14.	Equal access to higher education programmes for all Corps	3	2.1%
15.	Encourage self sponsorship	2	1.4%
		140	100%

From the table above it is clear that the eight main interventions recommended were:

- a. Increased opportunities for diploma or degree programmes.
- b. Increase in the allocation of funds for College and University Education.
- c. Improving conditions of service for graduate officers.
- d. Developing and implementing a clear policy on higher education.
- e. Raise entry qualifications for Officers Selection Board.
- f. Recruit specialists/ Professionals.
- g. Reduction in red tape.
- h. Creation of career guidance cell.

a. **Increased opportunities for diploma and degree programmes**

Many of the respondents were of the view that the Zambia Army should secure more places for officers in the colleges and universities. They further suggested that the places

to be secured should cater for officers in both technical and non technical Corps. The respondents expressed their concern that the current state of the level of education among the officers would not change unless the current numbers of officers in colleges and universities were increased.

Major Kekelwa of Zambia Artillery in Lusaka and aged between 42 and 52 years wrote that more officers from the technical Corps should be sent to do degree or diploma programmes in the fields of electronics, engineering, accounts and many others. As for the non technical Corps, Captain Chilila of the Zambia Corps of Artillery in Ndola advised that:

Those officers who are in the Corps with limited civil courses must be made to acquire diploma or degree qualifications in personnel management and administration.

b. **Increased allocation of funds for college and university education**

The respondents identified the problem of inadequate funds for sponsorship as a factor that hindered the officers' aspirations for higher education. Almost all the respondents suggested that the Zambia Army Authorities should increase the financial allocation for higher education. It was through increased fund allocation for higher education that more officers would get into colleges and Universities each year. Major Ntonshya of Zambia Armored Corps in Ndola and aged between 42 and 52 years concluded that:-

Command should allocate enough funds or grants to many students to meet the College or University fees and allowances.

c. **Improving the conditions of service for graduate officers**

The respondents identified salaries and conditions of service for the college and university graduates in the Zambia Army as one of the factors that hindered the officers' aspirations for higher education. Most of the respondents observed that the salary scales for college graduates, degree holders and the Grade 12 school leavers were the same in the Zambia Army.

If the salary scales were the same, the officers wishing to pursue degree programmes would not see any advantage of taking up such programmes. They explained that some of the university graduates in the Zambia Army had therefore opted to resign because they felt that their qualifications were not recognised.

Captain Chimfwembe of Zambia Infantry in Lusaka and aged between 31 and 41 years suggested that the salaries and the conditions of service for officers with degrees or diplomas must be in line with their counterparts in the civil world. He added that the market value of the officers must be a determining factor.

d. **Developing and implementing a clear policy on higher education**

The absence of a clear policy was one of the factors that the respondents identified as hindering the officers' aspirations for higher education. The respondents felt that the Zambia Army should develop and begin to Implement a clear policy on higher education.

The respondents added that before an officer reached a certain rank, he should have obtained a diploma or degree qualification related to his or her job or that would help him or her in future job assignments.

Major Nzima of Zambia Engineers in Mufulira and aged between 31 and 41 years summed up that like in Kenya, diploma or degree programmes should be made mandatory for all officers. He explained that this would encourage officers to spend more of their time improving their education.

Major Zuze of Zambia Armored Corps in Ndola and aged between 31 and 41 years was more specific and explained that before an officer became a Lieutenant Colonel he must have done a diploma or a degree course in the selected field.

e. **Raise entry qualifications to the officers' Corps**

According to the respondents, poor educational background and the low Grade 12 results in particular, have hindered the officers' entry into the colleges and Universities. In order for the officers to be admitted into diploma and degree programmes, the respondents suggested that the authorities should discourage the recruitment of relatives with poor results but encourage the recruitment of youths with Division 1 Grade 12 certificates.

The second option advanced was the stoppage of the recruitment of Grade 12 school leavers but those with 'A' Levels.

The respondents felt that these solutions would not only solve the problems of poor educational background but would also enable more officers get admitted into University education.

Major Chisulo of Zambia Army medical Corps in Lusaka and aged between 31 and 41 years wrote that the Army should lessen the enlistment of relatives with poor results. Major Chisulo was supported by Captain Haandia who suggested that only those school leavers with divisions one and two at 'O' levels should be recruited in the Zambia Army.

Captain Nondo of Zambia signals in Lusaka and aged between 31 and 41 years suggested further that the answer to the poor educational background of the officer was to recruit officer cadets with 'A' levels.

f. **Recruitment of Specialists**

Some respondents suggested that the Zambia Army should recruit officers who had already attained diploma or degree qualifications. They added that this would reduce the demand for College and University Education. Lieutenant Chimuka of Zambia Catering Corps in Lusaka and aged between 31 and 41 years wrote that

The recruitment of specialist is the only way to increase the number of officers with degree qualifications

g. **Reduction in red tape**

Red tape was one of the factors that was identified as an obstacle to the officers' aspirations for college and University Education. The respondents felt that the supervisors should be sensitized about the importance of higher education and the need to have highly educated officers. The respondents further wrote that the red tape and the procedures the officers went through when applying for diploma and degree programmes needed to be reduced. Major Nyirongo of Zambia Medical Corps in Lusaka and aged between 31 and 41 years wrote that:

The Army should reduce red tape in place now where the process is cumbersome... This wastes a lot of time where civil institutions will not wait... The officers should be allowed to apply directly to the colleges or Universities.

h. **Creation of a career guidance cell**

The respondents emphasized that the policy on higher education once developed would be implemented better with the establishment of a career planning and guiding cell that would assist develop, implement, monitor and evaluate the policy.

The respondents argued that the other officers did not get into higher education programmes because there was no career planning and guidance cell with qualified officers in the Zambia Army who could advise on what training and education the officers needed and their deployment after their education. Major Tembo aged between 31 and 41 years and of Zambia Artillery in Ndola emphasized that:

A career guidance cell be introduced at Education Directorate to monitor officers from cadets training up to units and recommending officers for courses based on qualifications.

Lieutenant Sikufele aged between 31 and 41 years of Education Corps in Kabwe added that a branch at Army Headquarters should be introduced under Education Directorate to look into the affairs of civil colleges and university students in terms of training rather than 'G' Branch which seemed to be more interested in military training affairs.

Major Kuyumba of Zambia Infantry in Lusaka and aged between 42 and 52 years further wrote that the Army should introduce a career guidance cell under 'A' Branch to monitor the officers from cadet training. He added that the cell should be recommending officers for courses based on qualification and employment and eventually recommending their deployment.

SECTION B: INFORMATION FROM STUDY GROUP DISCUSSIONS

During the discussions, the groups were asked to give responses on the following research questions.

1. Whether they aspired for any college or university education.
2. The factors which they perceived to be hindering their aspirations for higher education.
3. The interventions which they felt would be needed in order to enhance higher education for the officers in the Zambia Army.

1. WHETHER THE OFFICERS ASPIRED FOR COLLEGE OR UNIVERSITY EDUCATION

All the officers that took part in the discussion showed willingness to pursue college or university programmes. Most of them preferred university to college education.

2. THE FACTORS HINDERING THE OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION

During the discussions the factors that came out as hindrance to the officers aspirations for higher education are summarised in the following table:

TABLE 8**DISCUSSION GROUPS' FACTORS PERCEIVED TO BE HINDERING OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION**

SER NO.	Factors hindering higher education aspirations	Frequency of responses	Percentage
1.	Inadequate sponsorship	19	18%
2.	Red tape/bureaucracy	14	13%
3.	Hindrance	14	13%
4.	Inadequate incentives for graduates	13	12%
5.	Irrelevant programmes in civil institutions	10	9%
6.	Lack of interest among officers	9	8%
7.	Absence of a clear policy on higher education	7	6%
8.	Absence of career guidance	6	5%
9.	Interest in military positions	4	4%
10.	Poor education background	4	4%
11.	Limited places offered	3	3%
12.	Lack of encouragement from seniors	2	2%
13.	Job commitments	2	2%
14.	Absence of diploma/degree awarding military colleges and schools	1	1%
	TOTAL	108	100%

The seven main factors which the study groups identified were:

- a. Insufficient funds for sponsorship of officers to higher education programmes.
- b. Red tape
- c. Hindrance

- d. Inadequate incentives for graduates.
- e. Irrelevant programmes in civil institutions.
- f. Lack of interest among the officers.
- g. Absence of a clear policy on higher education.

b. **Red tape**

During the discussions most of the respondents complained that the procedure to be followed for one to get admitted into colleges and to get sponsorship from the Army were too long and discouraging. Second Lieutenant Musonda of Zambia Infantry in Kaoma and aged between 20 and 30 years indicated that the procedures of applying for sponsorship were too irritating because the application letters had to pass through a number of points and thereby taking too long to be processed. Captain Mushala of Zambia Infantry in Kabwe and aged between 31 and 41 years complained that only officers at Army Headquarters were sent for courses and not those from the units.

c. **Hindrance from Supervisors**

Most of the officers during the discussion mentioned that their aspirations for college and university programmes were hindered by their supervisors. They said that their supervisors did not recommend them for civil courses. In addition when the junior officers were offered places in the civil institutions their supervisors were unwilling to release them.

Major Muchona of the Zambia Armored Corps in Lusaka and aged between 31 and 41 years said that the commanding officers were not willing to lose Corps officers for college or University education. Major Mangowela of the Zambia Army Medical Corps in Lusaka and aged between 42 and 52 years, in support of the concerns of the rest of the officers in his group, added that the senior officers had the fear of losing their positions to their learned juniors. They therefore resisted recommending or releasing them for further education.

d. **Insufficient Funds for Sponsorship of officers to Higher Education Programmes**

The majority of the officers in the groups mentioned that very few officers and men were given the opportunity to pursue diploma and degree programmes. They attributed this to the non allocation of sufficient funds for higher education programmes. As a result, most of the applications for higher education programmes were shot down on account of lack of money. Major Sikwela of Zambia Infantry in Ndola and aged between 42 and 52 years said that:

The Army says that they do not have money to send a good number of officers to civil colleges and universities

e. **Irrelevant Programmes in Civil Institutions**

The majority of the officers from the fighting Corps particularly the Corps of Amour, Artillery and Infantry had a strong view that their aspirations for college and university education were hindered by the authorities' concentration on sending officers from the service and technical Corps to higher Institutions of learning. They added that the argument of the authorities was that the higher learning institutions did not have any programmes that were relevant to the fighting Corps

Major Champo of Zambia Infantry in Lusaka and aged between 42 and 52 years complained that the officers from the fighting Corps who had applied for higher education programmes had their applications turned down on the grounds that the courses they intended to do had no relevance to their Corps. Captain Chisanga of the Zambia Armoured Corps in Lusaka and aged between 31 and 41 years further mentioned that most of the degree, or diploma courses had no direct bearing on the Corps he belonged to. As a result his supervisors did not consider the diploma and degree programmes to be necessary.

f. **Lack of interest among officers**

During the group discussions, some officers said that there were few officers with diploma and degree qualifications because many officers were not interested in studying. Captain Silenga explained that most officers were only looking forward to going for United Nations operations for financial advantage. Lieutenant Bwalya added that officers were only interested in Military courses where the authorities based appointments and not in academic education.

g. **Absence of a clear policy on higher education**

The officers expressed their concern at the absence of a clear policy on higher education. Due to the absence of a clear policy, they explained that their supervisor blocked them when they were accepted to Colleges. Major Sikazwe of Zambia Ordnance Corps in Ndola explained that the Commanding Officers could not know whether to allow an officer or not when accepted to College as there was no policy on higher education. Authority to pursue higher education was granted at their own discretion which should not have been the case. Such a situation breeds corruption and nepotism, he added.

3. **THE INTERVENTIONS FROM STUDY GROUP DISCUSSIONS ON HOW TO ENHANCE HIGHER EDUCATION**

During the study group discussions the officers were asked to suggest the interventions that they felt the Zambia Army needed to implement in order to increase access to higher education institutions for the officers. The frequency of the interventions that were identified are summarised in the table below:

TABLE 9
INTERVENTIONS FROM STUDY GROUPS DISCUSSIONS

Ser No.	Interventions needed to enhance higher education	Frequency of responses	Percentage
1.	Equal higher education opportunities for all Corps.	5	16.0%

2.	Encourage distance education	4	13.1%
3.	Improve incentives for graduates	4	13.1%
4.	Reduce red tape	3	9.4%
5.	Increase funding on higher education	3	9.4%
6.	Scout for more places in colleges/universities	2	6.0%
7.	Raise entry qualifications for officer cadets	2	6.0%
8.	Formulate higher education policy	2	6.0%
9.	Upgrade military colleges	2	6.0%
10.	Cost sharing on higher education.	1	3.0%
11.	Improving Grade 12 (Form V) results.	1	3.0%
12.	Source scholarships from other organizations	1	3.0%
13.	Create a career guidance cell	1	3.0%
14.	Accredited military schools to civil institutions	1	3.0%
		32	100%

It is clear from the table that the five main interventions suggested were:

1. Equal higher education opportunities for all Corps.
2. Encourage distance education.
3. Improve incentives for graduates.
4. Reduce red tape.
5. Increase funding on higher education.

a. **Giving equal higher education opportunities to all Corps.**

Most of the respondents in the groups, particularly those from Infantry, Armour, Artillery and other fighting Corps complained that higher education programmes were only given to officers from service Corps such as Medical, Education, Pay and Signals. They urged the authorities to scout for relevant courses for all the Corps. Major Pwele of Zambia Corps of Ordnance in Ndola and aged between 31 and 41 years suggested that any officer with good results should be sent to college or university irrespective of one's Corps. He added that after completion, the officer should be transferred to the relevant Corps

according to the field he/she pursued at college and university. Major Kaumba of Zambia Medical Corps in Kabwe and aged between 20 and 30 years concluded that:

*The fighting Corps must be encouraged
and offered chances to pursue courses just like
signals and other Corps.*

b. **Encouraging distance education.**

The respondents recommended the encouragement of correspondence studies as one of the methods to increase officers' access to college and the University education. They added that the Zambia Army should offer financial assistance to the officers who opted to study by correspondence. Captain Ziwa of Zambia Army Corps of transport in Lusaka and aged between 31 and 41 years said that:

*Distance education should be encouraged and the Army to begin
sponsoring those who have been accepted at approved colleges
and Universities.*

Major Shaw a of Zambia Infantry in Ndola and aged between 31 and 41 years echoed Captain Ziwa's sentiments and added that:

*The Zambia Army should encourage the officers to study
by correspondence and evening classes on self sponsorship*

c. **Improving conditions of service for graduates.**

In order to motivate the officers to study and to retain graduate officers, the officers in the groups urged the Zambia Army authorities to improve conditions of service and have different salary scales for college and university graduates.

Major Zimba of Zambia Ordnance Corps in Lusaka aged between 42 and 52 years during the discussions said that harmonizing the salary structure could be an incentive. He added that the current situation did not motivate officers and that there was no advantage for being a diploma or degree holder in the Zambia Army.

Major Chimbwainga of Zambia Mechanical and Electrical Engineers Corps in Kabwe and aged between 42 and 52 years alluded to Major Zimba's sentiments and suggested

that the conditions of service for degree holders should be lucrative, especially the salaries and promotion.

d. **Elimination of red tape**

During the discussions the factors that clearly came out as hindrance to the officers' aspirations for higher education were cumbersome application procedures and hindrance from the supervisors.

The officers felt that most officers were discouraged from applying for diploma and degree programmes by the long procedural requirements. They therefore suggested that to motivate more officers to get into the college and university education, the long procedures needed to be curtailed.

Captain Msimuko of Zambia Artillery in Ndola and aged between 31 and 41 years during a study group discussion explained that the Army should cut down on procedures for obtaining entry and sponsorship to colleges and the universities so as not to frustrate the officers with the desire to further their education.

e. **Increasing funding for higher education**

The respondents in the group discussions were of the view that more Army officers would be accorded an opportunity of getting into higher education if only the Army could increase funding for diploma and degree courses. They explained that the increase in funding would result in the increase in the number of slots for the Army personnel in civil institutions. Major Mtine of Zambia Corps of Ordnance in Ndola and aged between 31 and 41 recommended that Command should allocate enough funds or grants through Education Directorate to meet college and University fees and allowances. Major Mtine was supported by Captain Katendu of Zambia Medical Corps who suggested that to increase slots of Army personnel in colleges:

Officers getting study scholarships offered by recognised organizations for courses which are beneficial to the Army should be allowed to proceed on unpaid leave.

SECTION C: INFORMATION FROM THE SENIOR OFFICERS' QUESTIONNAIRE

During the study a questionnaire was administered to a total of twenty three senior officers. Five of them were Brigadier Generals; ten were Colonels while eight were Lieutenant Colonels.

The senior officers were not part of the sample but they were given questionnaires because their responses to some extent could determine the general attitude of the senior officers towards higher education for their juniors.

In the questionnaire the senior officers were asked to express their views on the following major questions.

1. Whether the senior officers attached any value to education.
2. Whether they strongly agreed, agreed, disagreed or strongly disagreed with the assumed factors that could be a hindrance to officers' aspirations for higher education.
3. What other factors they perceived to be hindering the junior officers' aspirations for higher education.
4. Whether they strongly agreed, agreed, disagreed, or strongly disagreed with the assumed interventions that could be implemented to enhance higher education in the Zambia Army.
5. What other interventions they felt the Zambia Army needed to implement in order to enhance higher education among the junior officers.

Almost all the senior officers (91.3%) agreed that the diploma and degree courses for officers were important for the Zambia Army to spend money on. Only a few (8.7%) indicated that they did not know. This could be an indication that the senior officers attached value to education.

Most of the senior officers (86.9%) indicated that they would allow their junior officers to go for a diploma or degree programme. Only a few (13.1%) indicated that they would turn down their subordinates' requests for further education unless sponsorship was assured and budgeted for and if the course had earlier been planned for. This could be an indication that from their point of view, the senior officers were not a hindrance to junior officers' aspirations for higher education

The senior officers were asked whether they strongly agreed, agreed, disagreed or strongly disagreed with the assumed factors. The following table summarises their responses.

TABLE 10

FACTORS HINDERING THE OFFICERS ASPIRATIONS FOR HIGHER EDUCATION

SER NO.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a.	Army could not afford paying tuition fees for officers wishing to pursue diploma or diploma programmes	9 (39%)	8(35%)	4(17%)	2(9%)
b.	Most officers were too old to pursue college or university education	0	5(22%)	12(52%)	6(26%)
c.	The officers were too committed to operations	0	3(13%)	13(57%)	7 (30%)
d.	The officers were discouraged by the	2 (9%)	9(39%)	10(43%)	2 (9%)

	little difference in salary scales and conditions of service between degree holders and those who did not have them				
e.	Most officers preferred Military Training to College or University	8(35%)	5(22%)	6(26%)	4 (17%)

In terms of financial constraints, 9(39%) strongly agreed and 8(35%) agreed that the army could not afford sponsoring every officer who wished to pursue a diploma or degree programme. Only 4(17%) disagreed and 2(9%) strongly disagreed that the Army could not sponsor the officers who wished to further their education due to inadequate funds. The majority of the respondents 17(74%) agreed that the Zambia Army could not afford to sponsor all the officers who wished to pursue further education. Financial constraints could therefore be a hindrance to officers' aspirations for further education.

As regards age, Only 5 (22%) of the senior officers agreed that officers were too old to pursue higher education programmes. However 12(52%) disagreed and 6(26%) strongly disagreed that the officers were too old to pursue higher education programmes. The majority 18(78%) of the respondents did not agree that the officers were too old to pursue higher education programmes. Age could therefore not be a factor that hindered officers' aspirations for further education.

From the sample, 13 (57%) disagreed and 7(30%) strongly disagreed that the officers could not pursue higher education programmes because they were committed to operations and routine work. Only 3(13%) indicated that routine work or operations

prevented officers from pursuing further studies. Most of the officers 20(87%) did not accept that job commitment hindered the officers' aspirations for further education. Job commitment could therefore not be a hindrance to officers' aspirations for higher education.

Among the Senior Officers, 2 (9 %) strongly agreed and 9(39%) agreed that lack of better incentives for officers with degree qualifications discouraged the other officers from pursuing higher education programmes. However 10 (43 %) disagreed and 2 (9 %) strongly disagreed that lack of better incentives discouraged officers from pursuing further education. The majority of the respondents 12(52%) did not accept the little difference in conditions of service between the degree holders and those who did not have them as a hindrance to officers' aspirations for higher education. This could mean that officers had some other reasons for pursuing such programmes other than financial gains. Lack of better incentives for graduates could not therefore be a factor that discouraged officers' aspirations for higher education.

On preference for military training,8(35%) strongly agreed and 5(22%) agreed that the officers were prevented from taking degree or diploma programmes because they were required to do more of military training. 6(26%) disagreed and 4 (17%) strongly disagreed that military training hindered the officers' aspirations for higher education. The majority13 (57%) of the senior officers were therefore of the view that preference for military training hindered officers' aspirations for higher education.

3. WHAT OTHER FACTORS THE SENIOR OFFICERS CONSIDERED TO BE HINDERING THE JUNIOR OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION

(Item 2b appendix B)

The senior officers were asked to identify the other factors which they perceived to be a hindrance to officers' aspirations for further education. The frequency of their responses are summarised in the table below.

TABLE 11

OTHER FACTORS SENIOR OFFICERS PERCEIVED TO BE HINDERING OFFICERS ASPIRATIONS FOR HIGHER EDUCATION.

Ser No.	Factors Hindering Higher Education Aspirations	Frequency of responses	Percentage
1.	Inadequate incentives for graduates	5	25.0%
2.	An unclear policy on higher education	4	20.0%
3.	Red tape	2	10.0%
4.	Poor education background	2	10.0%
5.	Emphasis on military training achievements	2	10.0%
6.	Irrelevant programmes in civil institutions	1	5.0%
7.	Lack of interest to study	1	5.0%
8.	Inadequate sponsorship	1	5.0%
9.	Lack of encouragement	1	5.0%
10.	Job satisfaction	1	5.0%
	Total	20	100%

The five main factors the senior officers identified were:

- a. Inadequate incentives for graduates
- b. Absence of a clear policy on higher education
- c. Red tape
- d. Poor educational background

e. Emphasis on Military training

a. **Inadequate Incentives for graduates**

The senior officers felt that there were no motivating factors in the Army for pursuing a diploma or a degree programme. They explained that the degree holders were in the same salary scales with non degree holders as long as they had the same rank and seniority, which shouldn't have been the case. Colonel Kanchule of Kabwe aged between 31 and 41 years explained that:

Most officers feel that further education is unnecessary because they do not see any benefits especially when they compare with those who are already educated.

Colonel Zimba of Lusaka aged between 42 and 52 years was not only concerned about the salary scales but the treatment of the graduates in the Army. He explained that animosity met those who excelled to degree level. As a result, many felt frustrated enough to leave and work outside the Army; particularly the doctors and engineers.

b. **Absence of clear policy on higher education**

The senior officers felt that the absence of a clear policy on higher education in the Zambia Army was a factor that hindered junior officers' aspirations for further education. Lieutenant Colonel Mutale of Zambia Infantry in Ndola and aged between 31 and 41 years mentioned that there was lack of policy on how and when one could apply to enter college or the university other than those applying through the Army. Col Akushanga of Lusaka aged between 42 and 52 years echoed Lieutenant Colonel Mutale's sentiments and said:

The Army has no plans for officers' progression due to lack of exposure to other Armies on how officers career progression was achieved.

c. **Red tape**

Some senior officers were of the view that junior officers could not get into college or university education because the Army as an institution did not encourage such programmes. Lt Col Sautu of Lusaka aged between 42 and 52 years wrote that:

There is a lot of apathy towards sending or allowing officers to go for further education in the Army.....Education for officers just does not seem to be a priority to the Army authorities.

Colonel Nchenesi of Kabwe and aged above 52 years also said there was a lot of apathy towards sending officers for further studies.

d. **Poor educational background**

Some of the senior officers attributed the low number of college and university graduates to the poor educational background of the officer cadets recruited and who eventually became commissioned officers. They explained that some of the officers could not be admitted to college or universities because they had poor grade 12 results when they joined the Army.

Colonel Matimba of Kabwe and aged between 42 and 52 years expressed the view that there was a large number of dependants with very poor grade 12 results joining or recruited in the army at the expense of non dependants with good results. He added that unless the trend was thwarted, professionalism in the army would not be achieved. Colonel Matimba was supported by Brigadier General Sikwela of Lusaka aged between 42 and 52 years who was of the view that the entry requirements for officer cadets training was low. He explained that:

During enlistment the required education standard is grade 12. This makes it difficult for the Army to send officers for degree courses.

e. **Emphasis on Military Training**

Some senior officers indicated that very few officers had access to higher education institutions because the Army officers were required to do military training which they were employed for. Brigadier General Temba of Kabwe aged between 42 and 52 years clearly wrote that the Army employed its officers to serve and not to pursue higher education. He added that higher education programmes were not a priority to the Army. Colonel Kunda of Lusaka aged between 42 and 52 years added that having a degree or diploma did not help any officer advance his career, let alone military training.

4. **INTERVENTIONS ON THE ENHANCEMENT OF HIGHER EDUCATION**

(Item 3a appendix B)

The senior officers were asked to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with some assumed interventions. The responses are summarised in the table below.

TABLE 12

Interventions on how to enhance Higher Education among Army Officers (Item 3a appendix B)

SER NO.	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY AGREE
a.	Sending more serving officers to higher education institutions on Army sponsorship.	11(48%)	9(39%)	3(13%)	0
b.	Encourage studies by distance education	4(17%)	8(35%)	6(26%)	5(22%)
c.	Recruitment of graduates or	3 (13%)	9(39%)	6(26%)	5(22%)

	specialists				
d.	Accreditation of Defence Service Command and Staff College (DSCSC) and other military schools to the universities	10 (43.5%)	10(43.5%)	3(13%)	0
e.	Introduction of 'A' Levels for officer Cadets at the Zambia Military Academy	9 (39%)	9(39%)	5(22%)	0
f.	Introduction of a Bachelors degree for officer cadets followed by military training	9(39%)	12(52%)	2(9%)	0
g.	Opening up a department of military science at the university of Zambia	5(22%)	11(48%)	6(26%)	1(4%)
h.	Basing salaries and promotion on the level of training and education done.	11(48%)	9(39%)	2(9%)	1(4%)

Out of the 23 senior officers 11 (48%) strongly agreed and 9(39%) agreed that more officers would have access to college or university education if the Zambia Army increased the number of students it sponsored to the various higher institutions of

learning each year. Only 3 (13%) of them disagreed with the intervention. Most of the respondents strongly agreed with sending more officers for higher education.

From the respondents, 4 (17%) strongly agreed and 8(35%) agreed that distance education studies would be one of the best interventions of enabling the junior officers to attain diploma or degree qualifications. However 6(26%) disagreed and 5(22%) strongly disagreed with subjecting officers to correspondence studies. Most of the respondents however accepted the encouragement of distance education.

On recruitment of graduates, 3(13%) strongly agreed and 9(39%) agreed that the number of graduates in the Zambian Army could be increased by recruitment of the officer cadets who had already attained diploma or degree qualifications. However 6(26%) disagreed and 5(22%) strongly disagreed with the intervention. Most of the respondents therefore accepted recruitment of graduate officer cadets.

From the respondents, 10(43.5%) strongly agreed and another 10(43.5%)agreed that more officers would obtain recognised diploma or degree certificates if the Defence Service Command and Staff College and other military schools were affiliated to the local Universities. Only 3(13%) disagreed with the intervention preferring that the military colleges and schools remain the way they were. The majority of the respondents therefore strongly felt that there was a need to accredit the military colleges.

In terms of introducing A Levels for Officer Cadets,9(39%) strongly agreed and another 9(39%) agreed that officers would have the 'A' Level university entry requirements demanded for by most universities if the cadets attained the 'A' levels while still at the Military Academy. Very few of them 5(22%) disagreed with the suggestion of introducing 'A' Levels for officer cadets. The introduction of 'A' Levels at the Zambia Military academy was therefore accepted by most to the respondents.

On the introduction of a Bachelor's Degree at the Zambia Military Academy, 9 (39%) strongly agreed and 12(52%) agreed that the cadets should do a Bachelors degree that

would run parallel with military training. However, a few of them (29%) rejected the intervention. The majority of the respondents therefore agreed with the introduction of a Bachelor's degree at the Zambia Military academy.

On whether the Zambia Army should open a Department of military science at the University of Zambia, 5(22%) strongly agreed and 11(48%) agreed that more officers would have access to university education if a faculty of military science was opened at the University of Zambia. However 6(26%) disagreed and 1 (4%) strongly disagreed with the intervention. The majority of the respondents therefore accepted the introduction of a faculty of military science at the university.

From the respondents, 11(48%) strongly agreed and 9(39%) agreed that to motivate the officers to study, the salary scales and promotion should depend on the level of training and education an officer had done. Only 2(9%) disagreed and 1(4%) strongly disagreed with the level of education or training determining salary scales and promotion in the Zambia Army. Almost all the respondents therefore agreed with having salary scales and promotion to be determined by the level of education and training.

5. **THE OTHER INTERVENTIONS THAT THE SENIOR OFFICERS FELT HAD TO BE IMPLEMENTED IN ORDER TO ENHANCE HIGHER EDUCATION** (item 3b appendix B)

The senior officers were asked to specify any other interventions they felt the Army needed to implement in order to enhance higher education. The frequency of responses are summarised in the table below:

TABLE 13

Other Interventions Senior Officers felt needed to be implemented in order to enhance higher education

Ser No.	Interventions to enhance higher education	Frequency of responses	Percentage
1.	Accreditation of military colleges to civil institutions	4	26.6%
2.	Formulation of a higher education policy	3	20.0%
3.	Raising entry qualifications for officer cadets	3	20.0%
4.	Introduce 'A' Levels at Zambia Military Academy	3	20.0%
5.	Improve incentives for graduates	1	6.7%
6.	Encourage Internal recruitment (no professionals)	1	6.7%
	TOTAL	15	100%

The four main interventions recommended by the respondents were:

- a. Accreditation of military colleges to civil institutions.
- b. Formulation of a clear policy on higher education.
- c. Raising entry requirements to officers' Corps.
- d. Introduction of 'A' Levels at the Zambia Military academy.

a. **Accreditation of military colleges to civil institutions.**

Some of the respondents suggested that the Major Military Colleges should be accredited to the local universities. The argument was that when the Military Colleges were accredited, the diploma and degree qualifications obtained would be recognised since the universities would underwrite them.

The respondents suggested a two way process of accreditation. The first process involved the invitation of guest lecturers from the Universities to lecture at the Military Colleges. The second process involved sending officers with very good 'O' or 'A' levels to the Universities locally or abroad for degree programmes. After obtaining their first, masters or Doctor of Philosophy degrees, the officers should be sent to take over from the guest lecturers in the military colleges.

Brig Gen Chikuli of Lusaka and aged above 52 years explained that the Army should affiliate all the military colleges and training institutions to the local universities and colleges. He added that specialized lecturers should be sent to the military institutions. Colonel Sikufele of Ndola and aged between 42 and 52 years supported Brig Gen Chinkuli and suggested that qualified college and university graduate Military officers should be sent to military colleges to teach selected and recognised diploma or degree programmes related to the Army.

b. **Formulation of a Clear Policy on Higher Education**

The absence of a clear policy on higher education was identified as the reason why only a few of Zambia Army officers got into college and university education. As an intervention meant to increase access to higher education, the senior officers suggested that the Zambia Army should put in place a clear policy on higher education for its personnel.

Colonel Simutenda of Lusaka aged between 42 and 52 years suggested that to come up with a policy, the Education Directorate should carry out a study to determine what line of courses were relevant to each Corps. Col Simutenda further suggested that if the Army

made it mandatory for someone to have a diploma or degree, the officers would take up the challenge.

Colonel Shumba of Kabwe aged between 42 and 52 years added that Education Directorate should produce a schedule of courses from various higher learning institutions and communicate them each year to various units. The officers should then be encouraged to apply.

c. **Raising entry requirements to Officers' Corps**

Most of the senior officers attributed the low number of officers getting admissions to universities to the low entry qualifications to officers' Corps. They therefore suggested that the entry requirements should be reviewed and raised to 'A' Levels.

Brigadier General Musongole of Lusaka and aged above 52 years explained that the answer to the poor educational background of the officers was to recruit officer cadets with 'A' Levels. Lieutenant Colonel Mutale of Zambia Infantry in Ndola aged between 31 and 41 years supported Brigadier General Musongole. He suggested that:

The minimum officer cadet qualification should be reviewed to 'A' levels with the emphasis of pursuing tertiary education later as he becomes an officer.

d. **Introduction of 'A' Levels at the Zambia Military Academy**

Some respondents recommended that the programme of 'A' Levels at the Zambia Military Academy should be started for officer cadets. They explained that if more officers obtained 'A' Levels, they would have a better chance of getting admitted into the universities as most of the higher learning institutions demanded 'A' Levels as minimum entry qualifications. Colonel Mawaya of Lusaka and aged above 52 years wrote that the programme of raising the standard of education should start at the Zambia Military academy for officer cadets. Brigadier General Lungwangwa of Lusaka aged between 42 and 52 years who suggested that the Zambia Army should introduce 'A' Levels at the Zambia Military academy supported Colonel Mawaya.

CHAPTER FIVE: DISCUSSION OF FINDINGS

The discussion is based on findings of section A, B and C. The discussion will be in the following order

1. Hindering factors from the junior and senior officers' controlled responses
2. Other hindering factors identified by the junior officers, study group discussions and the senior officers
3. Interventions from the junior and senior officers' controlled responses
4. Other hindering factors from the junior officers, study group discussions and senior officers.

1. HINDERING FACTORS FROM THE JUNIOR AND SENIOR OFFICERS' CONTROLLED RESPONSES

After a critical examination of the findings of this study, the main factors that were identified to be hindering the officers' aspirations for higher education by the respondents from the junior and senior officers' controlled responses are:

- a. Financial Constraints
- b. Inadequate information flow on Career opportunities available to the individual officers.

The assumed factors from the junior and senior officers' controlled responses which did not hinder the officers' aspirations for higher education are:

- (1) Job commitment.
- (2) Inadequate Incentives for college or University graduates.
- (3) Age.
- (4) Poor education background.
- (5) Preference for military training.

2. OTHER HINDERING FACTORS FROM THE JUNIOR AND SENIOR OFFICERS' QUESTIONNAIRES AND FROM STUDY GROUP DISCUSSIONS

The other factors that were identified to be hindering the officers' aspirations for higher education by the respondents from among Junior officers, study group discussions and the senior officers are summarised in the table below:

TABLE 14
FACTORS HINDERING OFFICERS' ASPIRATIONS FOR HIGHER EDUCATION AS IDENTIFIED BY THE RESPONDENTS

	Factors hindering higher education aspirations	Response Frequency from Junior Officers	Response Frequency from study group discussions	Response Frequency from senior officers	Total responses Frequency	Percentage
1.	Red tape	39	14	2	55	14.4%
2.	Inadequate sponsorship	32	19	1	52	13.7%
3.	Hindrance	37	14	0	51	13.4%
4.	Inadequate incentives for graduates	15	13	5	33	8.7%
5.	Lack of interest among officers	22	9	1	32	8.4%
6.	Absence of a clear policy on higher education	20	7	4	31	8.1%
7.	Absence of career guidance	20	6	0	26	7.0%
8.	Irrelevant programmes in civil institutions	14	10	1	25	6.6%
9.	Officers only interested in military positions	16	4	2	22	5.8%
10.	Poor grade 12 (Form v) results	14	4	2	20	5.2%
11.	Lack of encouragement from senior officers	8	2	1	11	2.9%

12.	Job commitment	8	2	0	10	2.6%
13.	Importance of education not valued	5	0	0	5	1.3%
14.	Limited places sourced in colleges	0	3	0	3	0.8%
15.	Rural location of some military cantonments	2	0	0	2	0.5%
16.	Family commitments	1	0	0	1	0.2%
17.	Absence of degree/diploma awarding military colleges	0	1	0	1	0.2%
18.	Officers satisfied with current job	0	0	1	1	0.2%
	Total	253	108	20	381	100%

It is clear from the findings in table 14 that the eight main factors that the respondents perceived to be hindering the officers' aspirations for higher education were:

- a. **Red tape**: The procedures for course applications were cumbersome. The application letters had to pass through so many channels. In the process most of the applicants lost out.
- b. **Inadequate Sponsorship**. The Zambian Army could not manage to sponsor all the officers who wished to pursue degree or diploma programmes. This was a serious hindrance to officers' aspirations for higher education.
- c. **Hindrance**. The supervisors were unwilling to recommend and release their junior officers for further education.
- d. **Inadequate incentives for graduates**. Some respondents indicated that the graduate officers in the Zambian Army did not receive the salaries and conditions of service commensurate with their qualifications. They felt that such a state of affairs discouraged the other junior officers from aspiring for college and university education.

- e. **Lack of interest among the officers**
Some of the officers did not have any interest in spending many years in college or university. They feared that they would lose out in terms of promotion and appointment if they stayed too long away from the jobs. Some of them would prefer going for United Nations operations where there were some financial gains than wasting time in school.

- f. **Unclear policy on higher education.** The policy on higher education and career development of the Zambian Army officers was not clear except for soldiers' high school education and for military training. As a result the officers could not know when and how to request for college or university education.

- g. **Absence of Career Planning and guidance:** The Army did not have any career planning and guidance cell. As a result, the officers did not know what diploma and degree programmes were available to them. They did not further know the stage at which they had to pursue such degree or diploma programmes.

- h. **Irrelevant programmes in civil institutions:** Very few officers from the teeth Arms (fighting Corps) were given an opportunity to pursue diploma or degree programmes and yet they were in the officers who were fewer. The reasons given were that there were no programmes in civil institutions which were relevant to the work officers in the fighting Corps did.

It is clear from the results analysis that the Zambia Army junior commissioned officers did not participate in higher education programmes for complex reasons. Most of the reasons came from the respondents' free responses while only two were from the controlled responses but repeated in the free responses. These reasons are red tape, inadequate sponsorship, hindrance, inadequate incentives for college or university

graduates and lack of interest. The rest are absence of a clear policy on higher education, absence of career guidance and irrelevant programmes in civil institutions.

All these reasons fit with barriers well established in the literature and therefore support earlier research. **Inadequate sponsorship** corresponds with costs and high study fees found by Darkenward (1982), costs found by Richter (1982), lack of resources found by Malhotra (1999) high tuition and lack of sponsorship found by Martindale (1989). **Red tape** corresponds with red tape found by Hunter (1979) in Malhotra (1999) and cost benefit ratio found by Malhotra (1999).

Hindrance corresponds with job restriction found by Feist (1983), pressures of public office found by Green (1953) and job responsibilities found by Richter (1982). **An inadequate incentive for graduates corresponds** with no financial advantage found by Green (1953) and lack of incentives for persons who engage in learning activities found by Harbison (1967). **Lack of interest** corresponds with lack of interest found by Darkenward (1982) and lack of interest found by Martindale (1989). **Absence of a clear policy** corresponds with absence of a clearly defined and operational policy postulated by the Organisation for Economic Co-operation and Development (1966). **Absence of career planning and guidance** also corresponds with failure to communicate information on career opportunities found by Darkenward(1982). **Irrelevant programmes** corresponds with lack of attractive courses found by Darkenward(1982) and course offerings found by Mahotra (1999).

3. INTERVENTIONS FROM THE QUESTIONNAIRES' CONTROLLED RESPONSES

The junior and senior officers accepted the following assumed interventions which were in the questionnaires' controlled responses.

- (a) Sending more serving officers to colleges and the university by scouting for more places in the institutions and increasing the funds allocated to higher education programmes.

- (b) Accrediting the Defence Services Command and staff College (DSCSC) and other military schools to the Universities.
- (c) Introducing 'A' Levels at the Zambia Military Academy (ZMA) for the officer cadets.
- (d) Introducing a degree programme at the Zambia Military Academy (ZMA) for officer cadets to assist increase the number of officers with degree qualifications.
- (e) Opening faculties of Military science at the local universities in addition to the accreditation of the Military colleges.
- (f) Creation of a career planning and guidance cell at Army Headquarters that would disseminate information to the various units of the Zambian Army on which courses were available, at which institution and who was eligible for such courses.
- (g) Basing the salary and conditions of service to the level of education and training an officer had done in order to motivate most of the junior officers to take up higher education programmes.

The interventions the respondents disagreed with in the controlled response question were:

- (a) Encouragement of correspondence studies.
- (b) Recruitment of college and university graduates preferring internal recruitment in which the serving personnel would be sent to colleges and universities in order to motivate them.

4. OTHER INTERVENTIONS RECOMMENDED FROM THE QUESTIONNAIRES' UNCONTROLLED RESPONSES. The other interventions recommended by the junior and senior officers are summarised in the table below:

TABLE 15

OTHER INTERVENTIONS RESPONDENTS FELT HAD TO BE IMPLEMENTED TO ENHANCE HIGHER EDUCATION

Ser No.	Interventions on enhancement of higher education	Responses Frequency from junior officers	Responses Frequency from study group discussions	Responses Frequency from senior officers	Total number of responses	Percentage
1.	Scouting for more places in colleges and universities	21	2	-	23	12.3%
2.	Increasing funding on higher education	19	3	-	22	11.7%
3.	Improving incentives for graduates	15	4	1	20	10.7%
4.	Formulation of a higher education policy	15	2	3	16	8.6%
5.	Raising officer cadets entry qualifications	11	2	3	16	8.6%
6.	Remove red tape and bureaucracy	10	3	-	13	7.0%
7.	Recruit specialists	11	-	-	11	5.9%

8.	Create a career guidance cell	8	1	-	9	4.8%
9.	Encourage distance education	5	4	-	9	4.8%
10.	Accreditation of military schools to universities	4	1	4	9	4.8%
11.	Introduce 'A' levels at ZMA	5	-	3	8	4.3%
12.	Equalise higher education opportunities for all corps	3	5	-	8	4.3%
13.	Encouraging officer to study	7	-	-	7	3.7%
14.	Introduce military faculties at universities	4	-	-	4	2.2%
15.	Encourage self sponsorship	2	-	-	2	1.1%
16.	Upgrading military colleges to diploma institutions	-	2	-	2	1.1%
17.	Cost sharing for higher education	-	1	-	1	0.5%
18.	Encourage officers to improve Grade 12 results	-	1	-	1	0.5%

19.	Source scholarships from other organisations	-	1	-	1	0.5%
20.	Encourage internal recruitment	-	-	1	1	0.5%

It is clear from the table that the seven main interventions recommended are:

- a. **Increased opportunities for diploma and degree programmes**:- If the Zambian Army secured more places for officers in the colleges and universities, more junior officers would have the opportunity to pursue degree and diploma programmes.
- b. **Increased allocation of funds on higher education**. More officers would get college and university education within a few years if more funds were allocated to higher education.
- c. **Improving conditions of service for graduates**. If the conditions of service and salary scales for graduate officers were improved, the other junior officers would be motivated to pursue degree and diploma programmes.
- d. **Formulation of a clear policy on higher education**. Since the Zambian Army did not have a clear policy on higher education, let alone on Military training, the respondents recommended the formulation of a clear higher education policy. Without a clear policy it would be difficult to implement any career development pronouncements and statements.
- e. **Raising entry qualifications for officer cadets**. If the entry qualifications were raised to 'A' levels, the officers would have better chances of getting

university admissions to local and International universities. This is because most of the International universities demand for 'A' level qualifications. 'A' level qualifications would further be an added advantage for the local universities.

- f. **Reduction in red tape.** If the red tape and cumbersome procedures of application for sponsorship were eliminated, more officers would have access to college and university education.

- g. **Recruitment of specialists.** The Army should recruit officer cadets who had already attained higher education qualifications. This would cut on the funds needed to send officers to the higher learning institutions.

The interventions accepted in the controlled responses were the same as those suggested in the free response question.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6:1 CONCLUSIONS

From the findings of this study, it is clear that:

1. Most of the junior officers of the Zambia Army aspired for higher education.
2. The eight main factors that the officers accepted and considered to be hindering their aspirations for higher education were:
 - a. Red tape: The procedures involved in course applications were cumbersome and long. These procedures have discouraged many officers who have wanted to pursue diploma or degree programmes.
 - b. Financial Constraints: The Zambia Army did not allocate adequate financial resources for sponsorship of the officers who aspire for higher education. In addition, being a closed system, non or very few officers had been allowed to get sponsorship from other Government organisations such as Government Bursaries and Non Governmental Organizations.
 - c. Hindrance: Some supervisors were unwilling to release the junior officers who got accepted to colleges on account of insufficient human and financial resources.
 - d. Inadequate incentives for graduates: The conditions of service and salary scales for graduates which were the same as those for non graduates discouraged other officers from pursuing higher education programmes.
 - e. Lack of Interest among the officers: Since levels of education, let alone military training, did not determine salary scales, promotions and appointments in the Zambia Army, some officers had no interest in pursuing diploma or degree programmes but would rather pursue military courses that determined appointments.
 - f. Unclear policy on higher education. The policy on higher education in the Zambia Army was not very clear except for Military training and soldiers' high school education. The officers could therefore not know when they were supposed to do higher education programmes in their career.

- g. Absence of career planning and guidance Department. Due to the absence of the career planning and guidance Department, there was no information flow on the civil courses required, available and relevant to the Army.
- h. Irrelevant programmes in civil institutions. Most of the diploma or degree programmes were offered to officers from the technical Corps. The applications from officers of the fighting Corps such as Infantry were usually turned down on account of irrelevant programmes for them in the higher learning institutions.

3. The nine main interventions that the respondents recommended in order to enhance higher education among the junior officers of the Zambia Army were:

- a. Increased fund allocation for higher education programmes. The Zambia Army authorities should increase fund allocation for diploma and degree programmes as such programmes were as important as Military training programmes. With an increase in funding, more officers would have the opportunity of getting college or university education.
- b. Improving conditions of service for graduates: The intervention will not only motivate other officers to pursue higher education programmes but will also discourage the few graduates in the Zambia Army from resigning for greener pastures.
- c. Formulation of a clear policy on officers' higher education. The Zambia Army through the General Branch and Education Corps, which are in charge of education and training in the Zambia Army, should formulate a clear policy on the diploma and degree programmes relevant to the Army and which the officers needed to take. The policy should clearly spell out which of these diploma or degree programme in each Corp an officer was required to do before attaining a certain rank. Such a policy would motivate the officers willing to study and the unwilling to pursue higher education programmes.
- d. Reducing Red tape: The red tape and long channels of communication through which requests for courses needed to go through should be

substantially reduced. The officers only needed to apply for courses through their Directorates to Army Headquarters. The system of interviews through out the system for course applications should be discouraged because they delayed the process.

- e. Introduction of career planning and guidance Department at Army Headquarters. The career planning and guidance Department would not only implement the higher education policy but would also scout for courses, advise the officers on which civil courses were relevant to the Zambia Army and disseminate information to the units on courses which were available and who was eligible to pursue such courses. The Department would further advise command on the deployment of the personnel after their training.
- f. Encourage distance education: More officers would have an opportunity to pursue higher education programmes as most distance education programmes are on self-sponsorship and can be done after work.
- g. Introduction of 'A' Levels at the Zambia Military Academy. In order to have more junior officers enter university education, 'A' levels which were a minimum entry requirement in most foreign universities, should be introduced for officer cadets at the Zambia Military Academy.
- h. Raising entry requirement for candidates wishing to join the officers Corps. To avoid recruitment of relatives with low Grade 12 results and to enable more officers get into university, the Zambian Army should begin to recruit officer cadets with 'A' levels in the long run.
- i. Accreditation of Military Colleges. The Defence Services Command and Staff College (DSCSC) and other military schools should be accredited to the local colleges and universities. If that was done, their certificates would be under-written by these civilian institutions. This way, the diploma or degree certificates they would award would be nationally and internationally recognised. Such a measure would eventually increase the percentage of officers with diploma and degree qualifications in the Zambia Army.

6:2 RECOMMENDATIONS

Taking into consideration the findings of this study, the writer recommends the following interventions:-

1. **Importance of higher education:** It is clear that human resource development through higher education activities is important and necessary as a means of providing officers with the skills and knowledge which they need to perform effectively and efficiently in their current and future job assignment within and outside the Army. It is also clear that technological and other innovations have created a need for better educated executives in all organisations including the Army.

I therefore recommend that the supervisors at all levels should drastically change their thinking and begin to regard higher education to be just as important as Military training. The authorities should therefore start sensitising the supervisors on the need to have highly educated personnel in an Army and then motivate the officers to achieve higher levels of education. If this was done, the problem of hindrance which was identified by the respondents would be eliminated.

2. **Policy on higher education:** The policy on higher education in the Zambian Army is not as clear as the policies on Military training and the soldiers' high education. I recommend that the Departments responsible for training and education in the Zambia Army should formulate a higher education policy as a matter of urgency. The policy should specify what higher education courses an officer should do before attaining a certain rank, where these courses are to be done and what benefits will await a person who will have done such courses. The higher education courses should run parallel with Military courses. A well tailored policy will reduce or even eliminate the red tape and hindrance which were identified by the respondents as serious factors which hindered the officers' aspirations for higher education.

3. **Department of career planning and guidance:** The Zambia Army authorities should establish a cell or Department under Education Directorate with the responsibility of planning and guiding the education needs of the Zambia Army and the various Corps. The cell should also be responsible for counseling officers on their career prospects, carrying out training need analysis and scouting for courses. Its other roles should be recommending the diploma and degree programmes to be taken, communicating these courses to the units, selection of those to be sponsored and advising the Commander on their deployment after the programmes have been completed.

4. **Funding of higher education:**

In order to increase the number of officers pursuing college and university education and to achieve the much needed professionalism, the Zambia Army authorities should.

a. Substantially increase the allocation of funds for higher education programmes. The Education Directorate should control the funds for civil courses because it has officers who understand and have gone through such programmes. 'G' Branch's priority was on military training and thereby ignoring some aspects of higher education.

b. Open up and begin to source sponsorship from other organisations for its officers who wished to pursue college and university programmes.

c. Encourage the other officers eager to learn to study by distance education in several other colleges and universities on self-sponsorship. They should however be assisted by the Army to pay for their examinations where the courses they pursued were relevant to the Zambia Army.

d. Provide recoverable education loans to officers who wished to pursue higher education programmes, as a cost sharing measure.

5. **Officers' College and university entry qualifications:** To enable most officers to get accepted to the local and foreign universities, the Zambia Army should.

a. Introduce 'A' Levels for officer cadets at the Zambia Military Academy. After commissioning, the cadets who attained good 'A' Level results should be

sent to local or foreign universities. The cadets who did not do well nor get university admissions should be posted to the infantry and other Corps where they will be encouraged to study by distance education. In the long run, the Zambia Army should begin to recruit officer cadets who hold 'A' levels in order to use the financial resources spent on 'A' level education to other needy areas.

b. Open up Military science faculty at the University of Zambia where Military Science subjects would be introduced. The faculty would admit most of the officers with 'A' levels from the Zambia Military Academy.

6. **Credibility of Military Schools and Colleges.** It has been established that very few of the certificates awarded by the Zambia Army Military Schools and colleges were recognised and accepted by other institutions. The credibility of these military schools and colleges and the qualifications of their tutors have been highly questioned. In order to improve their credibility, the Zambia Army authorities should:

- a. Accredite the Defence Services Command and Staff College (DSCSC) and other military schools to the University of Zambia and civil colleges respectively.
- b. Send most of its tutors in the military colleges, particularly the DSCSC to the university so that they will have the qualifications required for university accredited institutions.
- c. Use qualified college and university lecturers in specified subjects to teach in the military colleges while the tutor officers would be in the universities. Upon graduation, the tutor officers should completely take over from the civilian lecturers.

RECOMMENDATIONS FOR FURTHER RESEARCH.

1. It is advisable that job analysis be conducted in the Zambia Army so as to identify the education needs and to generate education specifications such as the knowledge needed for the jobs, the skills required to achieve the results and the attitudinal changes required. The study would form a basis for the formulation of a higher education policy.
2. Attitude surveys are recommended so that the serving Army officers can define the education they need or would like.
3. The higher education of non commissioned officers in the Zambia Army is equally important. Other studies need to be conducted on aspirations for higher education among the non commissioned officers.
4. With globalisation in process, the Zambia Army needed to be well versed with details of how the other Armies operated higher education programmes for its officers. It is recommended that the Army Commander sends some officers to the Kenyan or the United States Armies, which have clear policies on Military Forces' higher education in order for them to study the operations of their Education Corps and the higher education programmes for officers.

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APPENDIX A

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES JUNIOR OFFICERS' QUESTIONNAIRE

TOPIC : *Aspirations for higher education among the Junior Commissioned officers in the Zambia Army.*

Dear Respondent

I am a postgraduate student at the above institution. You have been selected to participate in providing information to this research, which is part of my studies. This information is for academic purposes only. You are requested to respond as truthfully as possible to the items below. Your responses will be treated with strict confidence. Please note that you do not need to indicate your name.

INSTRUCTIONS

1. Please put a tick (v) in the box against your answer.
2. Express your opinion wherever there are lines to be completed.

QUESTIONS

1a. Surveys have shown that very few officers have actually done diploma or degree courses in civilian institutions. Here are some of the reasons officers have given for **not** having done so. Please read these over and tick for each one whether you **strongly agree, agree, disagree or strongly disagree**.

		STRON GLY AGREE	AGR EE	DISAG REE	STRON GLY DISAGR EE
a.	My employers couldn't afford paying the high college or University fees for me.				
b.	At my age and service I couldn't go to college or university.				
c.	Due to job commitments I couldn't be allowed to go to college or university.				

d.	There is little difference in conditions of service between degree holders and those who do not have them. I wouldn't waste time going to college or university				
e.	I already have a diploma or a degree. I wouldn't want to go back to college or university.				
f.	My grade 12 (Form V) results aren't good enough to go to college or university.				
g.	I would rather do more of Military training than pursue a diploma or degree.				
h.	Absence of career guidance. I wouldn't know the diploma and degree courses required and available in the Army.				

1b. Specify other reasons which you feel have contributed to the low number of officers with diploma or degree qualifications among the officers in the Army.

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2a. Have you done any full time, correspondence or evening class higher education courses in a civilian college or university yourself since you joined the Army? **Tick only one**

1.	YES	
2.	NO	

If yes mention the Institution.....

2b. Have you done any military course locally or abroad apart from cadet training? **Tick only one**

1.	YES	
2.	NO	

If yes mention the Institution.....

3a. Which of the following best describes the spare time available to you to do some studies. **Tick only one**

1.	There is a great deal of spare time
2.	There is some spare time
3.	There is hardly any spare time

3b. If the answer to question 3a was hardly any, what would you say is the reason?

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4a. How important is it for an officer to have a college or university education in order to get a good salary and earn promotion in the army. **Tick only one**

1.	Absolutely necessary	
2.	It helps but isn't necessary	
3.	Does not matter	
4.	You are better off without it	
5.	Not sure	

4b. How important is it for an officer to have a college or university education in order to be respected and looked up to by most officers and men in the army? **Tick only one**

1.	Absolutely necessary	
2.	It helps but isn't necessary	
3.	Does not matter	
4.	You are better off without it	
5.	Not sure	

5. If you were starting school all over again, how far would you like to go in education? **Tick only one**

1.	Complete some college	
2.	Complete university	
3.	Get other training (Specify)	

6. Suppose that you had decided to go back to school, what type of course would you take there? **Tick only one**

a. **If going to college**

1.	Trade/vocational	
2.	Business/commerce	
3.	Other (specify)	

b. **If going to university**

1.	Liberal arts	
2.	Science	
3.	Business	
4.	Engineering	
5.	Medicine	
6.	Law	
7.	Education	
8.	Accounting	
9.	Others (specify)	

c. **If any other college**

Type of course	
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7. In general, do you think that a diploma and degree courses for officers are an important thing for the army to spend public money on or do you think that such money would probably be better spent on something else? **Tick only one.**

1.	Important thing to spend money on	
2.	Better spend money on something else	
3.	I do not know	

8. Statistics have shown that very few officers have diploma and degree qualifications. Here are some of the suggestions officers have given on how to increase the number of officers with such qualifications. Please read these over and tick for each one whether you **strongly agree, agree, disagree or strongly disagree.**

Method	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Send more serving officers to civilian colleges and universities for full time studies on army sponsorship				

b. Encourage serving officers to study by correspondence or evening classes				
c. Recruit more specialists with diplomas and degrees and train them to be officers.				
d. Accredite the Defence services command and staff college to a University so that its graduates obtain recognised degrees or diplomas				
e. Introduce 'A' Levels for officer cadets followed by sponsorship to universities for deserving ones				
f. Introduce a Bachelor's degree for officer cadets followed by stages of specialised military training				
g. Open a Department of Military Science at the University of Zambia for officers				
h. To encourage officers to study, salaries, appointments and promotion to be based on the level of education and training and not age or experience				
i. Introduce a career guidance cell				

9. Specify other measures which you feel need to be taken in order to enhance Higher education for officers in the Zambia Army.....

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10. In which of the age brackets do you belong? **Tick only one**

1.	Less than 20	
2.	20 - 30	
3.	31 - 41	
4.	42-52	
5.	Above 52	

11. In which of the rank brackets do you belong? **Tick only one**

1.	2 Lt to Lt	
2.	Capt to Major	

12. What was the highest level of education that you completed? **Tick only one**

1.	Grade 12 (Form v)	
2.	Trade/vocational college	
3.	University	
4.	Others (specify)	

End of questionnaire

Once more, thank you for your cooperation.

Once you have completed the questionnaire, please send it to:

Lieutenant Colonel S.J. Mizinga
Army Headquarters
Education Directorate
P O Box 31931, EUSAKA

APPENDIX B

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

SENIOR OFFICERS' QUESTIONNAIRE

TOPIC : *Aspirations for higher education among the Junior Commissioned officers of the Zambia Army.*

Dear Respondent

I am a postgraduate student at the above institution. You have been selected to participate in providing information to this research which is part of my studies. This information is for academic purposes only. You are requested to respond as truthfully as possible to the items below. Your responses will be treated with strict confidence. Please note that you do not need to indicate your name.

INSTRUCTION

1. Please put a tick (v) in the box against your answer.
2. Express your opinion wherever there are lines to be completed.

QUESTIONS

1. In general, do you think that diploma or degree courses are an important thing for the Army to spend money on, or do you think that such money would probably be better spent on something else? **Tick only one**

1	Important thing to spend money on	
2	Better spend money on something else	
3	I do not know	

- 2a. Surveys have shown that very few officers in the Army have actually done diploma or degree courses in civil institutions. Would you **strongly agree, agree, disagree or strongly disagree** with the following reasons for the small number?

Strongly	Agree	Disagree	Stron
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		agree			disagr
a.	The Army cannot afford the costs				
b.	Officers are too old to learn				
c.	Officers are committed to operations				
d.	Most officers are not interested due to poor incentives for highly educated officers				
e.	Officers are committed to routine work				
f.	Officers prefer to do military courses				

2b. Specify other reasons which you feel have contributed to the low number of officers with diploma or degree qualifications in the Army

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3a. Suppose Command wanted to embark on an ambitious programme to raise the higher educational standards of officers, would you **strongly agree, agree, disagree or strongly disagree** with the following measures.

	Measurer	Strongly Agree	Agree	Disagree	Strongly Disagree
a.	Send more serving officers to civilian colleges and universities for full time sponsorship.				
b.	Encourage serving officers to study by correspondence or evening classes on self-sponsorship.				
c.	Recruit more specialists with diplomas and degrees and train them to be officers				
d.	Accredit the defence services command and staff college to a university so that graduates obtain degrees or diplomas.				
e.	Introduce 'A' Levels for officers Cadets followed by sponsorship to Universities for the deserving ones.				

f.	Introduce a bachelor's degree for cadets followed by stages of specialised military training.				
g.	Open a Department of Military Science at the University of Zambia for officers.				
h.	To encourage officers to study, salaries, appointments and promotion to be based on the level of education and training and not age or experience.				
i.	Introduce a career guidance cell.				

3b. Specify other reasons which you feel need to be implemented in order to enhance higher education for officers in the Army.

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4a. If an officer requested you to allow him to go for a higher education course to a civil institution today, which is relevant to the Army and his job, would you let him go?

Tick only one

Prompt

1	No	
2	Yes	
3	Not sure	

b. If your answer is no, why not?

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5. Have you done any higher educational courses yourself since you joined the Army? **Tick only one**

1.	No	
2.	Yes	

6. If given an opportunity to do so, would you go? **Tick only one**

1.	No	
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2.	Yes	
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b. If your answer is no, what are the reasons?

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7. In which of the age brackets do you belong? **Tick only one**

1.	Less than 20	
2.	20 - 30	
3.	31 - 41	
4.	42-52	
5.	Above 52	

8. In which of the rank brackets do you belong? **Tick only one**

1.	Lt Col	
2.	Col	
3.	Above Col	

End of questionnaire

Once more, I thank you for your co-operation.

Once you have completed the questionnaire, please send it to:

Lieutenant Colonel S.J. Mizinga
 Army Headquarters
 Education Directorate
 P O Box 31931
LUSAKA