



Influence of Professional Military Education Qualifications on Promotion of Commissioned Officers in the Zambia Defence Force

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Abstract: Over-time, attempts have been made to ensure that promotions of commissioned officers in the Zambia Defence Force was guided by professional education qualifications. Despite these attempts, promotions of commissioned officers were marred by irregularities. Consequently, the study aimed at examining the influence of professional education qualifications on promotions of commissioned officers in the Zambia Defence Force. The study employed a non-experimental research design. Further, the study employed both probability and non-probability sampling methods to arrive at the participants. The semi-structure questionnaire and interview guide were the data collection instruments that were used to collect both quantitative and qualitative data respectively. Thematic and content analysis techniques were employed to analyse qualitative data, while, Statistical Package for Social Sciences (SPSS) and Excel software were used to analyse quantitative data. The sample size was composed of 209 respondents and 12 key informants. Generally, the findings revealed that professional education qualifications did not influence promotions of commissioned officers in the Zambia Air force and the Zambia National Service. To the contrary, career progression of commissioned officers in the Zambia Army were to a large extent influenced by professional education qualifications. There is need to streamline the professional military education system in the Zambia Defence Force.

Keywords: Career progression Instruction, Profesional Military Education, Statistical Package for Social Sciences, Zambia Defence Force

1. INTRODUCTION

Worldwide, Defence Forces face challenges in identifying factors that ensure their commissioned officers systematically and timely rise in ranks. The professional military education qualifications are usually at the core to ensure that commissioned officers steadily rise in ranks. Generally, these ranks proceed as follows: Second Lieutenant, Lieutenant, Captain, Major, Lieutenant Colonel, Colonel, Brigadier General, Major General, Lieutenant General, General and Field Marshal (Guido, 1984). Since time immemorial, military ranks have been a system of hierarchical relationships in the Defence Forces, and they determine, among others, dominance, authority, roles and responsibilities in a military hierarchy (Mattila, et al., 2017). These ranks define the career progression of commissioned officers as guided by career progression instructions. Ong'ano (2012) argued that promotion is a very attractive reward with several incentives, such as increased pay. The term "career" refers to a "succession of related jobs, arranged in a hierarchy of prestige through which persons move in an ordered sequence" (Wilensky, 1961: 523). Further, each rank must have specific requirements and a salary and conditions to be earned and enjoyed, respectively. These professional military education qualifications determine a career path for commissioned officers (Cao & Thomas, 2013). However, before these ranks come into effect, myriad factors influence their attainment (Mullins, 2010). For instance, Koontz (1993) cited the length of service as influencing employee promotion in organisations, while other related factors such professional military education qualifications are enshrined in the Career Progression Instructions. Therefore, there was a need to ensure that professional military education qualifications were considered to the latter for the benefit of all commissioned officers.

2. STATEMENT OF THE PROBLEM

In the Zambia Defence Force, commissioned officers have made several adjustments to the professional military education system. However, the system continues to be characterised by unpredictable and unsystematic promotions of commissioned officers. Reports indicate that, on average, about two per cent of commissioned officers retire as majors after serving for about 30 years (Sibamba, 2010). Despite well-outlined professional military education for promotion, the system continues to be associated with selective application of facets from the career progression instructions when promoting commissioned officers. Most commissioned officers are promoted three times in 30 years from Second Lieutenant to Lieutenant, Lieutenant to Captain and Captain to Major. Nonetheless, other commissioned officers; rise very fast against the number of years served in the services. Such officers quickly climb the ladder without experience, skills and competence. For instance, some commissioned officers attain the rank of Lieutenant Colonel after serving for 12 years only. They even bypass those who joined the service earlier (Wiernek, 2003).

Additionally, it is unclear why some commissioned officers with the same professional military education qualifications and relatively equal performance ratings hold different ranks. Similarly, officers with the same academic qualifications hold different ranks. All things being equal, as Patton & McMahan (2006) argue, a career must be understood as unfolding in a series of developmental stages. Each stage must be characterized by specific tasks and prerequisites to be attained to advance to another stage. Ideally, the adjustments to the career progression instructions were expected to resolve the problems mentioned above by following the instructions to the latter. However, this is not the case. Therefore, this situation raises questions regarding the influence of professional military education qualifications on the career progression of commissioned officers in the Zambia Defence Force.

3. RESEARCH OBJECTIVES

- i. To assess the levels of awareness among commissioned officers of the availability of professional education system that influence their promotions.
- ii. To analyze how Platoon Commanders' course influence promotions of commissioned officers in the Zambia Defence Force.
- iii. To assess how Junior Command and Staff Course influence promotions of commissioned officers in the Zambia Defence Force.
- iv. To find out if commissioned officers without Senior Command and Staff Course qualification are eligible for promotion.

4. CONCEPTUAL FRAMEWORK

The conceptual framework in Figure 1 outlines the career progression of a Zambian citizen in the Zambia Defence Force. This conceptual framework was informed by the four theories: self-concept theory of career development (Super, 1957; 1963, 1990), cognitive development (Piaget, 1956), Systems theory (Morgan, 1986, Mullins, 2005, Pooley, 2014, Lai and Lin, 2017) and expectancy theory (Vroom, 1964). According to Wilensky, (1961; 523), a career involves a "succession of related jobs, arranged in a hierarchy of prestige through which persons move in an ordered, more-or-less predictable sequence". This is supported by Weinert (2001), who revealed that a career is a pattern of work experiences comprising a greater portion of one's life and relates to several phases or stages reflecting the transition from one stage of life to the next. Furthermore, Schreuder and Coetzee (2006) postulate that a career consists of different stages. The individual is faced with different issues during each stage. Additionally, career progression entails the management of a person's growth and development in his or her working life (Gyansah & Guantai, 2018). In this regard, career progression instructions are expected to manage commissioned officers' promotions at every stage.

Figure 1 shows that stage one involved undergoing a Young Officer's Course to be eligible for promotion examination (PROMEX) in stage two. The clearance of promotion examinations paved the way for promotion from Lieutenant to Captain in stage three. In the same stage, a captain becomes eligible to go for Junior Command and Staff Course (JCSC). The successful completion of JCSC made commissioned officers sit for PROMEX (in stage four), which, when once cleared, the commissioned officers earned a Major's rank. The eligibility for promotion from Major to Lieutenant Colonel was successfully undergoing Senior Command and Staff Course (SCSC). Despite needing a

promotion, commissioned officers sometimes fail to pass a course or promotion examination. Consequently, they anxiously wait for an opportunity. As a result, at whatever stage, they become dissatisfied with their work. However, once a course or PROMEX opportunity dawns, they are promoted. There was a need for career progression instructions to ensure that the promotion desires of commissioned officers were timely met.

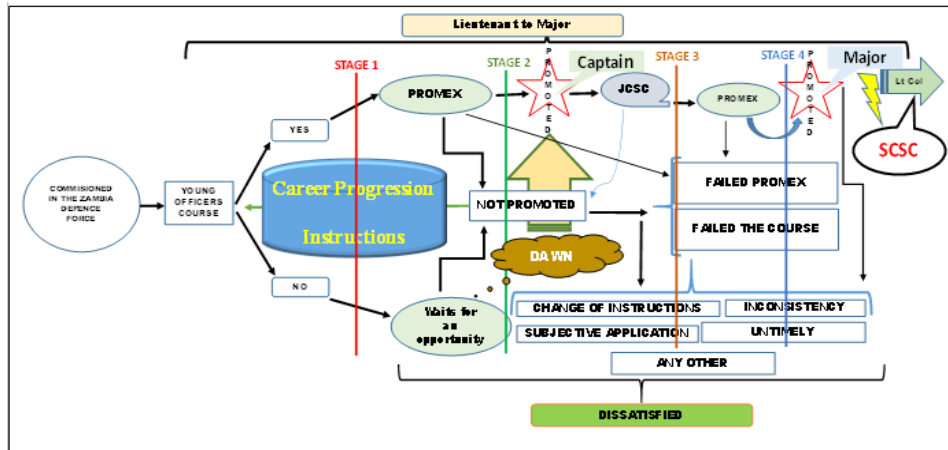


Figure1. Diagrammatic layout of the Conceptual Framework

Source: Researcher, 2022

5. METHODOLOGY

5.1. Research Design

In this study, a non-experimental research design was adopted. Therefore, it was not possible and feasible for the researcher to manipulate the participants or independent variables (Babbie, 2010). The researcher had little or no control over the conditions under which the research was conducted (Bless & Achola, 1988). The researcher interacted with participants in natural settings. The researcher was also restricted from manipulating career progression instructions or commissioned officer promotions in the Zambia Defence Force. The researcher only collected, presented, and analysed data to draw conclusions about the target population.

5.2. Study Setting

This research focused on the three Zambia Defence Force services; the Zambia Army, the Zambia Air Force and the Zambia National Service. They fall under the Zambia Defence Force and their formations, units and departments spread across the country. The Zambia Defence Force was chosen because it was an employer of the Commissioned Officers and the implementer of the Career Progression Instructions. The research covered the whole country because the subjects from the three Services were spread across the country in the ten provinces of Zambia.

5.3. Study Population and Sample Size

The target population constituted all Commissioned Officers from the Zambia Defence Force. The Zambia Defence Force employed a total of 2,200 commissioned officers from the three services broken down as follows: Zambia Army, 1000 (Zambia Army, 2019), Zambia Air Force 700 (Zambia Air Force, 2019) and Zambia National Service (Zambia National Service, 2019) 500 commissioned officers. This study's total sample size was 221 respondents, including 12 key informants.

The sample size was calculated from the target population using the formula postulated by Yamane (1967). The planning parameters used were a 95% confidence level, a maximum variability level, $P = .5$ and the desired level of precision of $\pm 10\%$.

$$n = \frac{N}{1+N(e)^2}$$

In the equation, n represents sample size, N depicts the population size, and e is the desired level of precision. The N is 2200, the target population of commissioned officers from the Zambia Defence Force across the ten provinces found in Zambia.

$$n = \frac{2200}{1+2200(.01)^2}$$

$$n = 186$$

This sample size formula provided the number of responses which is 186, that needed to be obtained. However, Israel (1992) argued that a good number of researchers usually add 10% to cater for the persons that the researcher cannot contact. Additionally, non-responses are usually compensated by increasing the sample size by 30%. The researcher added 15% (34) to reach the 220 sample size in this research. This was meant to cater for a minimum of 10% of the target populations of the three Services. The initially planned sample size was 220 subjects and 12 key informants from the three services. However, due to the problem of non-responses, the final sample size was reduced to 209 subjects. Therefore, the total was 221 respondents, including 12 key informants. Therefore, the sample size was significantly larger than the number required for this desired level of confidence and precision.

5.4. Sampling Strategy

This study applied various sampling methods that primarily fall into probability and non-probability. In the probability method, the individuals had an equal chance of being part of the sample. These methods are explained below.

5.4.1. Selecting of Key Informants

Purposive sampling was employed to select heads of units responsible for formulating and implementing the career progression instructions. Purposive sampling is a non-random method of data collection (Zhi, 2014). In this technique, the researcher identified and selected proficient and well-informed individuals on the social phenomenon under study. Additionally, purposive sampling involved identifying individuals with the knowledge, experience, and ability to articulate and express the subject matter in a reflective manner (Bernard, 2002). Hence, 12 commissioned officers were selected from the three services: the Ministry of Defence (three Deputy Secretaries), Training Branch (three Chiefs of Training), Administration Branch (three Chiefs of Administration), and Copperbelt Command (Brigade Commander 3 Infantry Brigade, Air Officer Commanding Northern Air Operational Command and Provincial Coordinator).

5.4.2. Selecting of Respondents

The process of selecting subjects in all three services: Zambia Army, Zambia Air Force and Zambia National Service was guided by a multi-stage sampling method. This method involved employing different sampling methods at each stage (Nafiu et. al., 2013). This involved narrowing the scope from the multitude of commissioned officers in each service to arrive at specific officers who attended the questionnaire.

The first stage was cluster sampling, primarily dividing the target population geographically into distinct and identifiable units. Since the target population was commissioned officers across the country, these clusters were based on the existing provinces. Consequently, there were ten sampling units.

The second stage was identifying and generating all workplaces for the commissioned officers across the country from the 10 clusters. After that, the required number of units was randomly selected. Each working place in the provinces and each member of the study population had an equal chance of being selected. The probability of a member of the population being selected was not affected by the selection of other members (Cohen, et al., 2000).

The third stage used systematic random sampling to select the commissioned officers from the randomly selected units, bases, branches, directorates, branches, formations and commands across the ten provinces. The starting point was identified. After that, every **K**th element was selected. This depended on the population of the selected categories or camps.

For instance, the commissioned officers' population was established to select a sample of two respondents from a Zambia National Service - Chisamba Camp. The sampling interval **K** using the formula $K = N/n$; was used.

N was the total number of officers whilst **n** was the sample size, therefore $K = 10/2 = 5$

Therefore, if the first randomly selected office was two, the next was office seven.

Every **Kth** number was included in the sample up to the total number of respondents required in each category. From each camp across the country, Offices occupied by those selected commissioned officers were identified. Thereafter, a questionnaire was administered to the commissioned officers. After being filled in, questionnaires were placed in a box labelled “research” centrally located in the registry. The same sampling procedures were applied in selecting respondents in all the services: the Zambia Army, Zambia Air Force and Zambia National Service. Additionally, it involved selecting particular units by the researcher from the target population, which the findings could be inferred to the population (Gupta & Gupta, 2013).

Firstly, the multi-stage sampling method was adopted because it worked well for studies that cover a wider geographical area where a complete list of population members was unavailable. This research looked at commissioned officers across Zambia. Secondly, this type was cost-effective and time-effective as it enabled the researcher to reduce the large population into manageable smaller or sub-groups. Thirdly, these smaller groups subsequently gave the researcher the flexibility to select the sample carefully. Fourthly, the various stages made primary data collection easy and simpler for the researcher. This directly resulted from gradually reducing a huge population into practicable smaller sub-groups.

5.5. Methods of Data Collection

Qualitative and quantitative data were collected. Qualitative data were collected using semi-structured interviews with key informants. Pre-written questions in the Interview Guide guided this interview. These questions were in line with specific objectives. Semi-structured interviews enabled the researcher to obtain detailed information while controlling the interview topic. Quantitative data were collected using a questionnaire. Respondents' opinions on career progression instructions were acquired in an organized style using a questionnaire.

5.6. Data Analysis Methods

Quantitative data was analyzed using two computer software packages called Statistical Package for Social Sciences (SPSS) and Microsoft Excel. They generated frequency figures, tables and graphs for the investigated variables. Qualitative data, on the other hand, was analyzed using content and thematic analysis. The researcher identified and noted specific phrases, words/concepts within the studied text and spoken words. Thematic analysis was, therefore, more appropriate for analyzing data, as research aimed at attaining information to ascertain the relationship between themes. Through this method, appropriate themes were created. These included lengths of service, academic and non-academic factors that affected career progression.

5.7. Research Ethics

Authority was sought and granted by the Commanders of the Zambia Army, Zambia Air Force and Zambia National Services. The anonymity of the respondents was ensured by not indicating their names on the questionnaire. Confidentiality and anonymity were the two ethical concerns that were observed in the course of the study.

6. FINDINGS AND DISCUSSIONS

6.1 Availability and Awareness of the Professional Education System

All the key informants unanimously affirmed the availability of professional education system in the Zambia Defence Force. Generally, they indicated that these were professional education systems that were followed from the time a commissioned officer joined the Zambia Defence Force up to the time of retirement. Further, the key informants indicated the professional education system that were observed by specific Services below. The Chief of Training (interview, 21st June 2021) from the Zambia Army observed that:

The Zambia Army possessed a straightforward professional education system. Firstly, the young officers must do Young Officers Course in their respective Corps which was followed by Platoon Commanders Course at Military Training Establishment of Zambia (MILTEZ) Infantry Wing in Kabwe District-Central Province. This ensured that a commissioned officer was eligible to sit for Lieutenant to Captain promotion examinations. Thereafter, Junior Command and Staff Course was a pre-requisite course for Captain to Major's promotion examinations' eligibility. Senior Command and Staff Course done at Kamwala was a pre-requisite for a Major to become a Lieutenant Colonel.

The Chief of Administration (interview, 28th June 2021) from the Zambia Air Force revealed that commissioned officers were mandated to empower themselves through acquisition of professional knowledge. He indicated that:

The professional education system in the Zambia Air Force was broken down into three courses: Junior Officers Course for Lieutenants, Junior Command and Staff Course for Captains and Senior Command and Staff Course for Majors. Commissioned officers were required to write promotion examinations from Captain to Major, although rarely held. The rest of the ranks, other criteria were used to determine their attainment.

For the Zambia National Service, the Chief of Administration (interview, 28th June 2021) observed that commissioned officers in the Service went through;

Generally, similar to the affirmations from the key informants are the findings from respondents as depicted in Table 1. Three-quarters, 138 (75.6 per cent) of commissioned officers revealed that they were aware of the available professional education system that prevailed in the Zambia Defence Force. The findings show that the majority of the respondents understood the fact there was the professional education system in the Zambia Defence Force. This implies that commissioned officers knew and understood the professional courses to be done for them to be promoted. They knew that professional courses necessitated their promotions. Consequently, the lack of promotion was understood especially if the commissioned officer did not pursue and obtain professional education qualifications.

Mandatory courses which were equivalent to those done by the commissioned officer from the Zambia Army and these were: Platoon Commanders' Course for Lieutenant, Junior Command and Staff Course for Captains and Senior Command and Staff Course for Majors. There was no promotion examination written in the service.

However, the minority displayed ignorance on the presence or existence of the professional education system. This had a serious implication for these respondents who did not know the availability of professional education system. Such commissioned officers did not know the courses they needed to do for them to be promoted. This situation left them vulnerable to lack of promotion or when promoted did not know reason/s why they were promoted.

Table1. Distribution of responses on the awareness of the professional education system followed in considering promotions of commissioned officers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	158	75.6	75.6	75.6
	No	51	24.4	24.4	100.0
	Total	209	100.0	100.0	

Source: Field Data, 2021

The levels of awareness of the availability of professional education system followed when promoting commissioned officers in respective services within the Zambia Defence Force are depicted in Table 2. First, the majority (29 out of 50 respondents, expressive of 58 per cent) commissioned officers from the Zambia National Service revealed that they were not aware of the available professional education system that influenced their promotions. Second, the Zambia Air Force had a quarter (18 out of 66 respondents signifying 27 per cent) of commissioned officers who revealed that they were not aware of the professional educations system that influenced promotions of officers. Third, the Zambia Army had four respondents out of 93, representing four per cent who revealed that they were not aware of the professional educations system that influenced career path of commissioned officers.

Table2. Distribution of responses on the awareness of the professional education system followed in considering promotions of commissioned officers by Service

Count	Service/Branch in the Zambia Defence Force			Total
Are you aware of the professional education system followed in considering promotions of commissioned officers?	Zambia Army	Zambia Air Force	Zambia National Service	
Yes	89	48	21	158
No	4	18	29	51
Total	93	66	50	209

Source: Field Data, 2021

The implications of these findings were that the majority respondents from the Zambia Army and Zambia Air Force were aware of the availability of the professional education system that facilitated career progression of commissioned officers as shown in Figure 2. This implies that commissioned officers from the Zambia Army and the Zambia Air Force understood the role that the professional education system played in their promotion or career progression. However, this was not the case for commissioned officers from the Zambia National Service were most of the officers were not aware of the availability of professional education courses meant to earn their promotions. Further, there was lack of periodic promulgation of correspondences explaining what was expected of commissioned officers for them to raise in ranks. Generally, there was lack of sensitisation on the pre-requisites for promotion vis-a-vi professional education system.

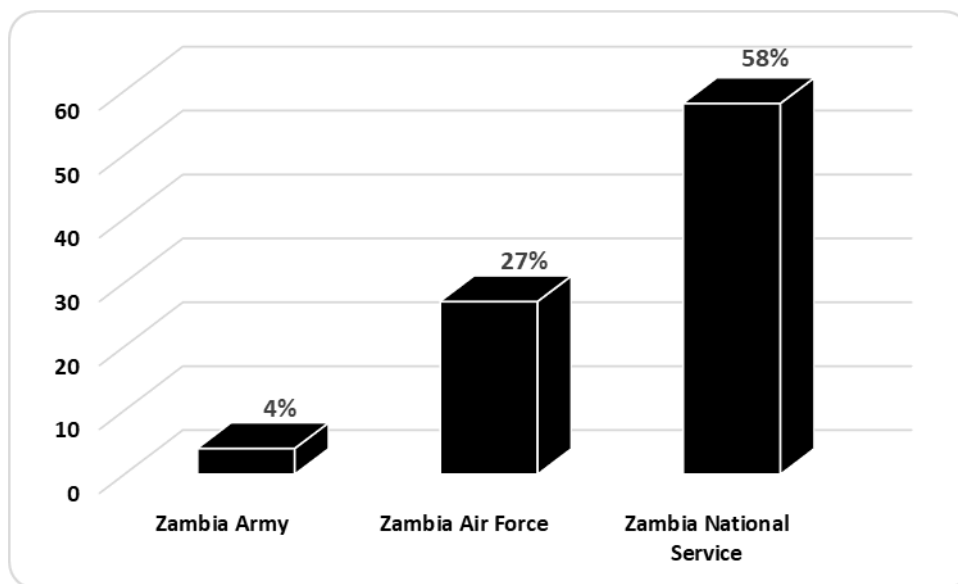


Figure 2. Lack of awareness of the professional education system

6.2. Platoon Commanders’ Course Influence on Promotions of Commissioned Officers

Table 3 displays findings on this facet, out of 89 respondents, 48, signifying 53.9 per cent revealed that they did this foundational professional course in the Zambia Defence Force. The majority of respondents did the foundational professional course which formed the basis for their promotions. Further, it formed the basis for subsequent professional educational courses done by commissioned officers in the Zambia Defence Force. A substantial number of respondents (that is, 41 out of 89, expressive of 46.1 per cent) did not pursue the foundational professional course, hence, lacked the basis for their promotion. Those commissioned officers who were promoted without this foundational course left a lot of unanswered questions. This implies that there was lack of strict observance of the foundational professional educational course. Further, it entails that professional education qualifications did not influence career progression of commissioned officers in the Zambia Defence Force.

Table 3. Distribution of responses on whether commissioned officer did Platoon Commanders Course (PCC) or any equivalent foundational course in the Service? Captains and Lieutenants only

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	23.0	53.9	53.9
	No	41	19.6	46.1	100.0
	Total	89	42.6	100.0	
	Not Applicable	120	57.4		
Total		209	100.0		

Source: Field Data, 2021

Table 4 displays the findings on the professional foundational course done by commissioned officers in the Zambia Defence Force. Despite the key informants indicating that Platoon Commanders or any equivalent course was one of the mandatory courses in the Zambia Defence Force, the Zambia Air Force and the Zambia National Service had the majority of respondents; 60 per cent and 65 per cent

respectively who revealed that they were promoted to Lieutenants and Captains without this pre-requisite foundational course. The Zambia Army had 28 per cent of respondents who informed the study that they were promoted without doing Platoon Commanders Course. This implies that the Zambia Air Force and the Zambia National Service did not observe this foundational professional course as a yardstick for promotion of commissioned officers. Further, this entails that professional education did not influence career progression of commissioned officers in the Zambia Air Force and the Zambia National Service.

In-line with findings from the Zambia Army were the works by Pierce (1989) who indicated that one of the factors that influenced career progression of transportation commissioned officers was “value addition” through acquisition of knowledge and qualifications at the Air Force Institute of Technology (AFIT). Hence, commissioned officers who went for advanced courses in professional education stood a high chance of being promoted than a commissioned officers who never went for such courses in the US Air Force. This was further supported by the findings from the study done by Amukutuwa (2011) from Namibia, who revealed that military training played a significant role in facilitating the chances of promotions of Artillery commissioned officers who belonged to Artillery Brigade. The study showed that professional education was more beneficial than tertiary/civilian education/ qualifications.

Table4. *Distribution of the responses on Platoon Commanders (PC) or any equivalent foundational course in the Service. Captains and Lieutenants* Service/Branch*

Platoon Commanders Course (PCC) or any equivalent foundational course.	Service/Branch in the Zambia Defence Force			Total
	Zambia Army	Zambia Air Force	Zambia National Service	
Yes	31	8	9	48
No	12/28%	12/60%	17/65%	41
Total	43	20	26	89

Source: *Field Data, 2021*

These findings from the Zambia Air Force and the Zambia National Service are corroborated by the data from official records at the Military Training Establishment of Zambia (MILTEZ) located in Kabwe District found in Central Province which revealed that the majority of commissioned officers from the Zambia Air Force and Zambia National Service went for this course when they were already Captains and in some case as Majors. This means that platoon commanders course or the equivalent course was not a pre-requisite for promotion of commissioned officers in these two services; the Zambia Air Force and the Zambia National Service.

On Junior Command and Staff Course, Table 5 displays the findings on the respondents who attended this course. Out of 120 respondents, 67, expressive of 55.8 per cent informed the study that they did not do this inter-mediate professional course in the Zambia Defence Force. This implies that the majority of commissioned officers were promoted devoid of this inter-mediate course. This means that this course did not influence the career progression of commissioned officers in the Zambia Defence Force. Further, this entails that either the pursuant or non-pursuant and the subsequent obtaining the junior command and staff course qualifications did not affect the promotions of commissioned officers in the Zambia Defence Force. Consequently, the majority did not see the need to attend this course because it did not influence career progression.

Table5. *Distribution of responses on Junior Command and Staff Course (JCSC). Majors and above*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	25.4	44.2	44.2
	No	67	32.1	55.8	100.0
	Total	120	57.4	100.0	
	Not Applicable	89	42.6		
Total		209	100.0		

Source: *Field Data, 2021*

6.3. The Influence of Junior Command and Staff Course on Promotions of Commissioned Officers

The Zambia Army had the majority of responded who attended Junior Command and Staff Course as displayed in Table 6. The overwhelming numbers of commissioned officers who acquired this qualification implies that, commissioned officers from the Zambia Army were mandated to attend this course in their career. Correspondingly, the Chief of Training (interview, 21st June 2021) from the Zambia Army revealed that Junior Command and Staff was a linchpin inter-mediate course that determined commissioned officers’ career progression. This was equally echoed by the Brigade Commander 3 Infantry Brigade (interview, 3rd May 2021) who indicated that Junior Command and Staff Course was a must course for all the commissioned officers in the Zambia Army because it had a connotation on their promotions. The findings from the Zambia Army were supported by the works done by Buttler (1976) who revealed that military courses influenced career progression of commissioned officers. This implies that commissioned officers who did not go for these courses remained in ranks.

Despite being promoted, the majority commissioned officers from the Zambia Air Force and the Zambia National Service, did not attend Junior Command and Staff Course. There was a discrepancy between the rank attained and the pre-requisite course for the promotion from the rank of Captain to Major. This was in-line with the observations and experiences of the Deputy Service Secretary (interview, 11th May 2021) who revealed that it was a normal phenomenon for commissioned officers to be promoted despite not obtaining Junior Command and Staff Course qualification in the Zambia National Service. The Chief of Administration (interview, 28th June 2021) from the Zambia Air Force indicated that commissioned officers were promoted to the rank of a Major without Junior Command and Staff Course. They were promoted because they met other criterion other than being in possession of Junior Command and Staff Course qualifications. This means that Junior Command and Staff Course qualification was not mandatory for commissioned officers from the Zambia National Service and the Zambia Air Force. Hence, the acquisition and non-acquisition of this qualification did not influence career progression of commissioned officers.

The commissioned officers from the two services; the Zambia Air Force and the Zambia National Service were promoted to Majors’ rank and beyond despite not being in possession of junior command and staff course qualifications. However, this was not the case for commissioned officers from the Zambia Army were commissioned officers were supposed to be in possession of this key qualification to be promoted to Majors’ rank.

Table6. *Distribution of responses on Junior Command and Staff Course (JCSCS) Majors and above.* Service/Branch; Crosstabulation*

Have you done Junior Command and Staff Course (JCSCS)? Majors and above.	Service/Branch in the Zambia Defence Force			Total
	Zambia Army	Zambia Air Force	Zambia National Service	
Yes	44	17	4	65
No	6	29	20	55
Total	50	46	24	120

Source: *Field Data, 2021*

Table 7 shows empirical data from official records from Military Training Establishment of Zambia (MILTEZ) in Kabwe District of Central Province for the courses conducted for the period of five years from 2016 to 2021. The records reviewed revealed that there was a significantly high number of commissioned officers from the Zambia National Service who went for this course already promoted to the ranks of either Major or Lieutenant Colonel for the course meant for Captains. This was equally the case for the Zambia Air Force, although, at a reduced scale. Those who were supposed to be the owners (the Captains) of the course were fewer in numbers. This implies that the Zambia Air Force and Zambia National Service did not consider this professional course as a factor that influenced career progression of commissioned officers.

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Table7. Compiled Empirical Data from Official Records on the Junior Command and Staff Course (JCSC) conducted at Military Training Establishment of Zambia (MILTEZ) between 2016 and 2021

2016		2017		2018		2019		2021	
Zambia Army		Zambia Army		Zambia Army		Zambia Army		Zambia Army	
Lieutenant Colonels	01	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil
Majors	02	Majors	03	Majors	Nil	Majors	Nil	Majors	02
Captains	29	Captains	32	Captains	34	Captains	34	Captains	22
Total	32	Total	35	Total	34	Total	34	Total	24
Zambia Air Force		Zambia Air Force		Zambia Air Force		Zambia Air Force		Zambia Air Force	
Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	Nil
Majors	Nil	Majors	01	Majors	02	Majors	Nil	Majors	03
Captains	05	Captains	01	Captains	Nil	Captains	04	Captains	01
Total	05	Total	02	Total	02	Total	04	Total	04
Zambia National Service		Zambia National Service		Zambia National Service		Zambia National Service		Zambia National Service	
Lieutenant Colonels	Nil	Lieutenant Colonels	Nil	Lieutenant Colonels	03	Lieutenant Colonels	01	Lieutenant Colonels	02
Majors	03	Majors	11	Majors	16	Majors	18	Majors	03
Captains	Nil	Captains	29	Captains	16	Captains	13	Captains	01
Total	03	Total	40	Total	35	Total	22	Total	06
G.Total	40		77		71		60		34

Source: Military Training Establishment of Zambia (MILTEZ); Officers Wing (OW), 2021

For instance, the statistics for 2019 Junior Command and Staff Course, course participants are displayed in Figure 3. For this particular course, all the course participants from the Zambia Army were Captains, while, those from Zambia Air Force were Majors and Zambia National Service were predominantly Majors and Lieutenant Colonels. This implies that the majority commissioned officers from the Zambia National Service and all from the Zambia Air Force went for the course that was not necessary for their career progression. However, the course participants from the Zambia Army were Captains. They rightly did the course required at their rank in order to be promoted to the rank of Major. This means that professional education qualifications influenced career progression of commissioned officers. This was not the case for commissioned officers from the two services; the Zambia Air Force and the Zambia National Service. The findings from the Zambia Army on this facet were in congruence with the findings from the works of Reamy (2012) who revealed that Professional Military Education (PME) positively influenced career progression of active commissioned officers in the US Marine corps. Consequently, the reserve force who did not go for professional military education remained in ranks.

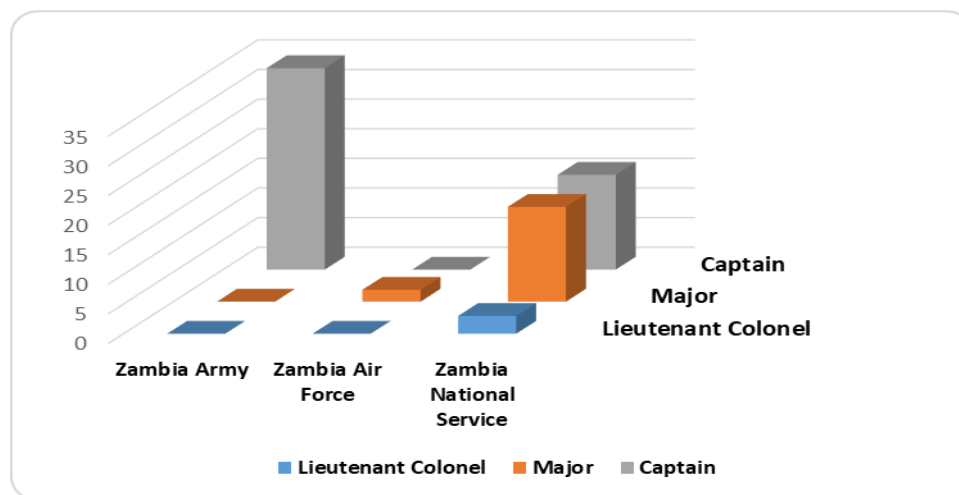


Figure3. Empirical Data for 2018 Intake Junior Command and Staff Course (JCSC)-Military Training Establishment of Zambia (MILTEZ)

6.4. Promotion without Senior Command and Staff Course Qualification

Table 6.16 below shows the statistics on whether a commissioned officer holding the rank of a Major can be promoted to subsequent ranks without obtaining the Senior Command and Staff Course qualification which was basically a pre-requisite qualification for commissioned officers beyond the major’s rank. While, 55 per cent (115 respondents) affirmatively, responded that promotions to Lieutenant colonel and subsequently to full Colonel was awarded without undergoing senior staff and command course, 45 per cent (94 respondents) denied that commissioned officers were promoted without going through the senior command and staff course.

Table 8. *Distribution on the responses on whether a commissioned officer holding the rank of a major were promoted to Lieutenant Colonel and subsequently to colonel before/without doing senior staff and command course*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	55.0	55.0	55.0
	No	94	45.0	45.0	100.0
	Total	209	100.0	100.0	

Source: *Field Data, 2021*

The study findings on promotions awarded to commissioned officers without doing Senior Command and Staff Course are presented in Table 6.21 below. Zambia National Service had the highest number of 42 respondents expressive of 84 per cent indicating that the service awarded promotions to commissioned officers who did not under-going the senior command and staff course. This was supported by the Provincial Coordinator (interview, 5th May 2021) Copperbelt Province who revealed that;

Majors were promoted to Lieutenant Colonels and subsequently to Colonel guided by other factors, hence, Senior Command and Staff Course was not a panacea. Other factors were taken into consideration.

Equally, the Zambia Air Force had a significant high number of 77 per cent of respondents who were promoted to the rank of Lieutenant Colonel without obtaining senior command and staff course qualifications. The Chief of Training (interview, 28th June 2021) from the Zambia Air Force indicated that;

There was no relationship between doing Senior Command and Staff Course and work out-put. Hence, Majors were promoted to Lieutenant Colonel or Colonel without doing this course. In any case promotions were a preserve of Command.

To the contrary, 76 per cent of respondents from the Zambia Army indicated that no commissioned officers was promoted to Lieutenant Colonel and subsequently to Colonel without attending senior staff and command course. These findings were further supported by the Brigade Commander 3 Infantry Brigade (interview, 3rd May 2021) who observed that:

Promoting a Major to Lieutenant Colonel or full Colonel without doing Senior Command and Staff Course in the Zambia Army was a rare phenomenon, however, those specialised corps, like, Medicals Doctors or indeed medical practioners, it was possible with exceptions and not for regular commissioned officers. Senior command and staff course was a must for the career progression of commissioned officers.

Further, the respondents revealed that promoting of a major to Lieutenant Colonel who did not do senior command and staff course was attributed to the fact that the specialty did not require this particular course as depicted in Table 9. Additionally, none availability of senior command and staff course opportunities influenced such promotions, including, the existence of the vacancy before the opportunity of the senior command and staff course. Acquiring civilian qualifications that were above senior staff course also led to such occurrences. Finally, special consideration based on the department and dedication to duty were considered.

Dissimilar to the above stated justifications, the respondents brought to the fore the following reasons as to why a major was not promoted to rank of Lieutenant before doing a senior command and staff course. The respondents indicated that senior command and staff course was a pre-requisite course for

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any commissioned officer to be promoted to the rank of a lieutenant colonel. Going through this course enabled a commissioned officer to obtain knowledge that was very beneficial when promoted to the rank of Lieutenant Colonel. It enabled optimal operational efficiency and proficiency including professionalism for the commissioned officers who went for this course.

This implies that some commissioned officers were promoted to this rank and subsequently to the rank of colonel in violation of the career progression instruction. This means that senior command and staff course was not a factor that influenced career progression of commissioned officers.

Table9. *Distribution on the responses on whether a commissioned officer holding the rank of a major can be promoted to Lieutenant Colonel and subsequently to colonel before/without doing senior staff and command course by Service*

Count	Service/Branch in the Zambia Defence Force				Total
		Zambia Army	Zambia Air Force	Zambia National Service	
	Yes	22	51	42	115
	No	71	15	8	94
Total		93	66	50	209

Source: *Field Data, 2021*

Generally, Table 10 shows that based on the data from official records at the Defence Service Command and Staff College in Lusaka District of Lusaka Province (Kamwala), there was a significantly high number of commissioned officers from the Zambia Air force and Zambia National Service who were promoted before they did senior command and staff course which is meant for commissioned officer who held the rank of a Major. This was pre-requisite course for the promotion of commissioned officer from Major to Lieutenant Colonel. However, the empirical data revealed that the Zambia Air Force and Zambia National Service had the majority of commissioned officer who went for this senior command and staff course beyond the rank of Major. This was not the case with the Zambia Army were the majority on the courses for the period under-review were majors, termed as the owners of the course.

Table10. *Empirical Data from Official Records on the Senior Command and Staff Course (SCSC) conducted at Defence Service Command and Staff College (DSCSC) between 2016 and 2021*

2016		2017		2018		2019		2021	
Zambia Army		Zambia Army		Zambia Army		Zambia Army		Zambia Army	
Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	Nil
Lieutenant Colonels	04	Lieutenant Colonels	04	Lieutenant Colonels	03	Lieutenant Colonels	01	Lieutenant Colonels	07
Majors	18	Majors	19	Majors	21	Majors	23	Majors	32
Total	22	Total	23	Total	24	Total	24	Total	39
Zambia Air Force		Zambia Air Force		Zambia Air Force		Zambia Air Force		Zambia Air Force	
Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	02
Lieutenant Colonels	16	Lieutenant Colonels	11	Lieutenant Colonels	15	Lieutenant Colonels	12	Lieutenant Colonels	34
Majors	05	Majors	09	Majors	09	Majors	07	Majors	03
Total	21	Total	20	Total	24	Total	19	Total	39
Zambia National Service		Zambia National Service		Zambia National Service		Zambia National Service		Zambia National Service	
Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	Nil	Colonels	05
Lieutenant Colonels	04	Lieutenant Colonels	05	Lieutenant Colonels	02	Lieutenant Colonels	01	Lieutenant Colonels	07
Majors	01	Majors	02	Majors	03	Majors	07	Majors	01
Total	05	Total	07	Total	05	Total	08	Total	13

Source: *Zambia Defence Service Command and Staff College (DSCSC), 2021*

For example, Figure 4 displays the empirical data for intake 23/2021 Senior command and staff course. The data revealed that the majority commissioned officers from Zambia Army were predominantly Majors. This means that commissioned officers from the Zambia Army regarded

Senior Command and staff course as a factor that influenced their career progression. This was not the case for the Zambia Air Force and the Zambia National Service whose course participants were predominantly Colonels and Lieutenant Colonel. Majority of commissioned officers. Both of them the majority were Lieutenant Colonels with a minimal number of Majors and Colonels. This implies that the majority from the Zambia National Service and Zambia Ai Force went for the way after they were promoted from Majors rank to the subsequent two ranks. This was deduced that senior command and staff course was not a factor that influenced career progression for commissioned officers from the two services. However, for the Zambia Army, senior command and staff course was factors that influenced career progression of commissioned officers. In support of the findings from the Zambia Army on this facet, Mills (1956) revealed that military academic education influenced future career development of commissioned officers. Segal (1967) equally posited that military training was a factor that influenced career development of employees. Finally, Vinesh (2014) argued that military training enabled the employees to effectively perform, gain competitive advantage and self-growth in term of career progression.

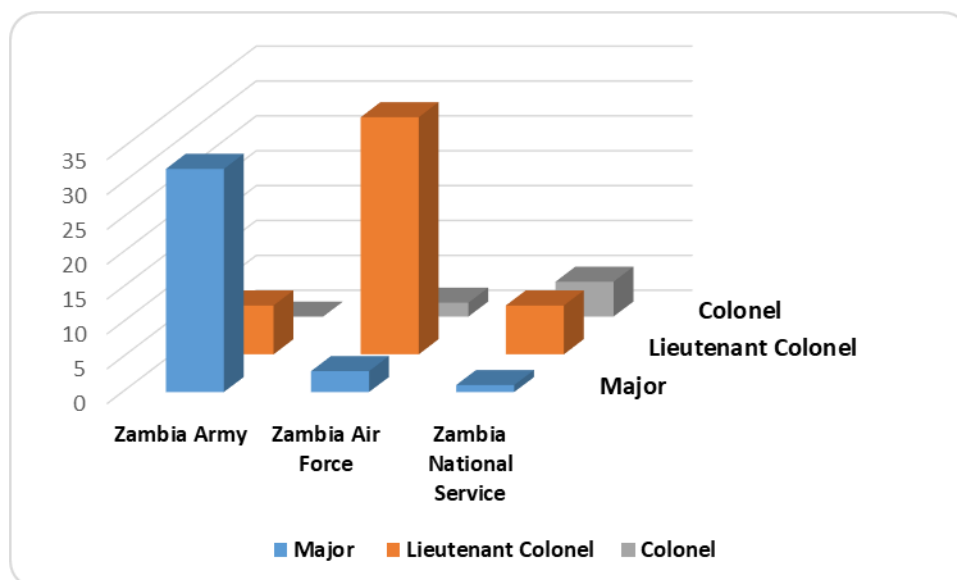


Figure4. Empirical Data for course 23/2021 Senior Command and Staff Course (SCSC) at Defence Service Command and Staff Course (DSCSC)

7. CONCLUSION

In conclusion, the services possessed professional education systems. Ideally, these education systems were meant to systematically guide the rise in ranks of commissioned officers. However, there was a discrepancy between ranks attained and the courses done by most of the commissioned officers in the Zambia Defence Force. Despite commissioned officers going for professional course, those from the Zambia Air Force and the Zambia National Service were usually above the stipulated rank for the courses. To the contrary, the Zambia Army sent commissioned officers who were equivalent to the rank for the course. The Zambia Air Force and the Zambia National Service did not regard professional course as a factor that influenced career progression of commissioned officers. This was the case because they sent commissioned officers who were already promoted, way above the rank needed for the course.

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COMPETING INTEREST

The author declares that he has no financial or personal relationship (s) that may have inappropriately influenced them in writing this article.

DECLARATION

The Author declares that this work has not been published or presented to obtain any other qualification/s at any level or any university.

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