

**DUAL MANAGEMENT AND EXPERIENCES OF SCHOOL,
ARMY AND CIVILIAN EDUCATION AUTHORITIES IN
MILITARY AIDED SCHOOLS: A CASE OF ARAKAN
BARRACK SCHOOLS IN LUSAKA**

BY

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DECLARATION

I NCHIMUNYA SIAMWIZYA, DO DECLARE THAT THIS DISSERTATION:

1. Is a product of my individual effort hence it represents my own work; however scholarly content obtained from various literature has been acknowledged.
2. Has not been published and submitted previously at this university or indeed other university elsewhere for a degree qualification.

Signed:.....

Date:.....

CERTIFICATE OF APPROVAL

This dissertation of Nchimunya Siamwiza is approved as fulfilling, part of the requirements for the Award of the Degree of Master in Education Administration and Management studies of the University of Zambia.

EXAMINERS SIGNATURES:

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ABSTRACT

This study was aimed at exploring and understanding the lived experiences of school authorities, military authorities and education authorities of the dual management of military aided schools in Arakan Barracks in Lusaka. The motivation behind this study was that there was no known study had looked at dual management of the military, hence not knowing the problems therein. In order to understand the experiences the study made use of a qualitative enquiry that was grounded in hermeneutic phenomenology.

Purposive sampling supplemented by snowball sampling was used to come up with the desired sample size of 30 respondents and the resultant Data was collected and achieved by the use of in depth interviews. The data was analyzed using qualitative content analysis in order to transcribe the bulk data into themes and sub themes. The findings were in line with the objectives which were, to find out (a) managerial challenges faced by school managers (b) coping mechanisms of school managers and management challenges (c) regulatory measures put in place to curb management challenges. On management challenge findings show that the different statutes that is 106 for the Military and 234 for Ministry of General Education is a cause of management challenges. The findings further showed that civilian deputy school managers fail to accept the appointment done by the military authorities of school managers that are of military personnel, hence management challenges.

Further, civilian teachers failure to give home work to children is also a management challenge recorded. Furthermore there is failure by both military and civilian authorities to take full responsibility as each thinks the other is doing it. The findings regarding how school managers of military background cope with showed that they only confided with other school managers of military background as opposed to physical solving of the problem with deputies due to different statutes. The findings also showed that some school managers gave preference to military authorities over civilian authorities were meetings clashed and later apologize to the civilian authorities. With regard to the regulatory measures to avoid management challenges, show that there is no unified regulatory measure from both military and civilian authorities. The findings of the study have revealed the management challenges in military aided schools and how they are likely to affect smooth running of military aided schools if not addressed. The study recommended that there is need to come up with a unified discipline code common to both military and civilian teaching staff for effective school management system; need of having coping mechanisms that are common to government school managers by ensuring unification of teaching and managing ethics of schools and a need of regulatory measures which would empower both the military and the civilian authorities to have equal authority over each other.

DEDICATION

This work is dedicated to my one and only mother, my beloved Mrs. Ruth Habeenzu Siamwiza for the love showed to me and assistance during my challenges and hardships, and my brothers Jack, Munsaka, Cholola and sister Mutinta. I also wish to dedicate this dissertation to the men and women in uniform of the Zambia Defense Forces, especially the Zambia Army.

Lastly, this study cannot go without the mention of my late father, Dr. Bennett Siamwiza for his encouragement that I upgrade to post graduate level. Without his encouragement and great words of wisdom, I would have not reached this far. May his soul continue to rest in eternal peace.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and definition of terms.

1.1 Background to the study

Education is an important asset to all people; hence it needs a good management system so as to yield good results. A one way total system of communication is needed for a proper management system worldwide. It has been documented that a one way system of communication is effective for delivery of education services with one major funder for both aided and none aided schools worldwide (UNESCO, 2001). The major funder will be totally in charge in the running of either the aided or non-aided school. Military schools are no exception. However we do not know how the one way system of communication can work in military schools as they oscillate between aided and non-aided schools and follow a dual management system.

1.1.1 History of Military Schools in Zambia

Shortly after independence all schools came under the supervision of the government and a government proclamation was made to create more schools so that every seven year old could have access to education all over the country

(Carmody, 2004). The military was not to be left aside and they embraced the same through the then first indigenous Army Commander who took over from Major General Raid, General Kingsley Chinkuli. Sooner or later schools were established in some military units. Today these schools are headed by military officers and deputized by a civilian officer appointed by the Ministry of Education.

1.1.2 Management and Control of Military Aided School

The management of schools located in the military cantonments is the responsibility of both the Ministry of General Education and Ministry of Defense of all the three categories of school, namely Pre School, Primary and Secondary Schools. Agi (2002) observes that the military will appoint a headmistress or headmaster through the education directorate at army headquarters in conjunction with the Ministry of Education while the rest of the staff will be supplied by the latter. This situation is such that the Army posts military instructors to teach in the schools within military cantonments. This means that on the supply of human resources both ministries are on an equal footing. All schools whether aided or non-aided require funding in order to function. Agi (2002) further states that financing of schools will be done by the Ministry of General Education alongside support from the military. Management of the schools in military cantonments therefore oscillates between aided and non-aided categories.

1.1.3 Motivation of the Study

This study was motivated by the fact that there was a need to know the impact of the unique characteristics of a school that oscillates between aided and non-aided types such as military aided schools. This is because instead of the one way system of communication and one major funder, military schools use a two way system of communication. This means that loyalty is supposed to be divided between two ministries, which are the Ministry of Defense and Ministry of General Education. It is against this background that the study was done with a view to investigate this unique management of Military aided schools in terms of its impact in the running of these schools.

1.2 Statement of the problem

Several studies undertaken reveal that the management of schools subscribes to a one way communication system and thus one major funder for effective running of the institutions (UNESCO, 2001). School managers are, therefore, responsible to the major funder for any institution and running of the school. However, it is not known how effective a two way communication system and two major funders as used in the management of military aided schools is, hence the need for this study, in order to appreciate the impact, because if the study is not done, the problems that oscillate between the military and civilian personnel in the management of these military aided schools will not be known and solved.

1.3 General Objectives

The general objective of the study was to explore and understand the lived experiences of school managers, representative, District Education Board office and military authorities in dual management of military aided schools.

1.3.1 Specific Objectives

The specific objectives of the study were to:

- i. Identify the managerial challenges faced by school managers in Arakan Barracks as a result of dual management.
- ii. Establish how school managers in Arakan Barracks cope with the dual management of the military aided schools.
- iii. To identify the regulatory measures put in place to address the dual management challenges by military and educational authorities at district education local level.

1.4 Research questions

This study sought to answer the following research questions:

- i. What managerial challenges are faced by school managers in Arakan Barracks as a result of dual management of aided school?
- ii. How do school managers in Arakan Barracks cope with the challenges arising from dual management?

- iii. What regulatory measures are put in place to address the dual management challenges by military and education authorities at Lusaka District Education Board Secretary level?

1.5 Significance of the study

The study will add knowledge to the discipline of education and administrative studies. It will further avail information to various stake holders such as military authorities and Ministry of General Education authorities, which may assist in policy formulation. The policies formulated would not only help the Zambia Army but also other armies globally which may have military aided schools using a dual management system.

1.6 Delimitations

The study is about eliciting impact of dual management in military aided schools, experiences from school managers and military authorities in Arakan Barracks. Furthermore, these experiences are extended to the District Education Board office authorities in Lusaka. The study was conducted in Lusaka Province of Zambia specifically Arakan Barracks and the District Education Board Secretary's Office in Lusaka, which helped come up with the desired sample from either the serving or those that had served in those capacities before.

1.7 Scope of the study

The study was conducted at Arakan Barracks and Lusaka District Education Board Office. It targeted the school managers in Arakan Barracks and military authorities in the same Barracks. The research was meant to build on earlier researches conducted by several Zambian researchers which have mainly targeted civilian aided schools such as mission schools and non-aided schools. The general lack of official data and information on the impact of dual management in the running of military aided schools in Zambia suggests that more research on the same would be useful as a first step to determining the managerial challenges faced by school managers as a result of dual management of schools. How they cope in these managerial challenges and the implications their have on the District Education Board Secretary's Office and military authorities was also investigated. The study used a phenomenological research study design, for the whole research process. The sample size was restricted to few stake holders only (i.e 30) and was therefore too small to generalize from.

1.8 Operational definitions

Aided Schools: Schools that receive 75 per cent communication and funding from one Major source and with very little participation in form of examination from the Ministry of General Education. A good example is that of mission schools which are funded and controlled by the Churches; Examples of these schools are Fatima Girls and Dominican Convent in Ndola.

Non Aided Schools: Schools that receive funding and control and administering of examinations from the Ministry of General Education. There are wholly owned and managed by government. A good example is Chifubu Secondary School in Ndola.

Military Aided Schools: Schools that receive equal attention in terms of funding and control from both military and civil authorities. This means they oscillate between aided and none aided hence they are unique.

Coping: To invest own conscious effort, to solve personal and interpersonal problems, in order to try to master, minimize or tolerate stress and conflict.

Dual Management: Is administering and managing of an organization by two major authorities.

School Authorities: School heads in military aided schools. This will also include civil authorities sent in by the District Education Board Secretary.

Military Authorities: Those from the Education Directorate at Army Headquarters in charge of education in the military service.

Education Authorities: Administrators at local levels or district level in Ministry of Education (DEBS).

1.9 Structure of the dissertation

This study was divided into six chapters with each having a characteristic of its role as under listed. Chapter one talks about the background to the problem of the research generally at global level, with the objective of the study clearly outlined as a guide to a conclusive ending. Chapter two deals with literature related to the topic under study in the light of the outlined objectives. It also provides theoretical frameworks on which the study is anchored. Chapter three uncovers the research methodology used in the collection and analysis of data. The chapter also provides the research design, population, study sample, sampling procedures, research collecting tools and ethical issues.

Chapter four presents the findings from the narrations, suggestions and views of the participants based on the study objective following a chronological order. Chapter five discusses the findings chronologically based on the study objectives. It shows how the study is similar or dissimilar with other studies at a global level reviewed in chapter two, and looks at lessons learnt in terms of what we did not know that we have now known, after contextualization with other studies. Finally, it shows how the theoretical frameworks have assisted the study. Chapter six presents conclusions in form of a summary of the outlined objectives and end with recommendations.

1.9.1 Theoretical Framework

A theoretical framework is a collection of inter related ideas based on theories with a set of pre suppositions which are derived from and supported by data or evidence. It explains a phenomenon through a clear explanation as to why things happen the way they do in various social interactions in the social sciences world (Kombo and Tromp, 2006). This study was grounded the theoretical framework namely Transactional Model of Stress and Coping Theory.

1.9.2 Transactional Model of Stress and Coping Theory

The theory of transactional model of stress and coping theory is one that is grounded on the assumption that coping as the cognitive and behavioral efforts which are made to master, tolerate, or reduce external and internal demands and conflicts among them, in various environments (Folkman and Lazarous, 1980). The theory was popularized in the early eighties by two scholars in the names of Folkman and Lazarous. Working together, the duo stressed three major coping mechanisms that could help many communities to cope in times of a wide range of problems whether social, management or economic. This may be in military communities, political communities' or educational communities' worldwide. This theory emphasized the under listed three coping mechanisms:

3. Problem focused coping mechanism where one faces the challenge through an approach which is done in many ways e.g. telling the offender to stop what they are doing and reporting them to higher authorities or calling a witness and telling them to sign an apologetic form.
4. Emotional focused coping mechanism where one avoids those people that are giving him problems.
5. Social support coping mechanism which significantly depends on others in a similar predicament for encouragement on a particular phenomenon (Folkman and Lazarous, 1980).

1.9.3 Summary

In this chapter the problems, aims and methods of research, demarcation of the field of study and the structure of the dissertation have been discussed. The chapter discussed the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study and operational definitions. In addition to the data above, there was a theoretical framework which showed why certain things happened the way they did in different environments. This study looked at an important theory which acted as Theoretical Frameworks and this was the Transactional Model of Stress and Coping Theory.

The next chapter will deal with literature review on the topic of study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The previous chapter introduced the study on the dual management and experiences of school, army and educational authorities in ministry of General education and Military aided schools of Arakan Barracks in Lusaka. This chapter examines what other scholars have written on the impact of dual management in the running of aided schools military and ministry of general education. This Chapter has attempted to review different and relevant literature on educational management and challenges of schools from other countries. The chapter looks at managerial challenges faced by school managers in both developed and developing countries like Kenya and the United States of America. It also looks at the way school managers cope in their management challenges in running schools and finally look at the regulatory measure's put in place in management of schools.

2.1 Managerial Problems

Management problems occur in different environments or organizations where there are managers and other stakeholders and educational institutions are no exception. UNESCO (2005) states that there is a rise of problems related to management in both aided and government schools worldwide.

The larger percentage of problems faced by the school managers in both cases is managing of the financial resources as opposed to human resources. Mobegi (2010) and Mullins (1993) also state that most school managers in Kenyan Ministry of Education are faced with problems of managing their schools due to inadequate funding from the ministry. On the other hand, Hargreaves (2001) notes that in most British school there was a rise in managing of human resources due to the negative attitude of some teaching staff towards work.

2.2 Managerial challenges faced by school managers

There are several challenges faced by school managers at global level (UNESCO, 2005). According to Richardson (2003) the major challenges faced by school managers in some selected districts in Kansas, USA relate to the attitude of some teachers who fail to give homework and remedial work. She observed that as a result of this altitude the school had been producing bad examination results. In the same study she found that when school managers approached the teachers there would be a temporary change but that the same attitude continued after some time. The recommendations of her study was to motivate the teachers who had been seen concentrating on other personal business by giving prizes to those that produced good results.

Another study at global level concerning management challenges was done in India. According to Patel (2012) the challenges for both aided and non-aided

schools were dual in nature. He argued that from the selected schools in New Delhi the dominant challenge that faced most of the school managers was lack of adequate preparation of pupils for final examinations due to the laziness of some teachers in giving out tests as preparations. In the same study he found that the reason behind this laxity was that there was no motivation even when one produced good results at the end of the year. This led to the laissez faire attitude in most of the teachers in those schools.

At regional level in Africa some scholars have also come up with their own findings with regard to management challenges in schools. According to Inungu (2002) in Nakuro area of Kenya, the perceptions of most head teachers or school managers revealed that they did not receive much support from the parents in terms of payment of tuition fees which in turn made it difficult to manage the school in terms of purchases ranging from aids to teaching requisites such as chalk and ball point pens for teachers. Consequently teachers found it difficult to operate and this negatively affected the teaching learning process.

Lwendo (2010) found that the dominant management challenge in Bunyara District in Kenya was a high rate of aids cases among pupils, a situation which affected the performance of the pupil victims. His findings were that despite encouraging the teachers to ensure that they talked about disadvantages that went with the pandemic of HIV and AIDS before any given lesson, they never did so to

supplement the various health talks done by health workers. He found that because of this adamant behaviour by the teachers the vice had been on the increase, thereby becoming the most dominant management challenge for most of the school managers in that part of Kenya.

Locally in Zambia there have been some studies done which have also looked at management problems that are related to this study. According to Halyonda (2008) some managerial challenges were noted from the responses of some selected respondents in a study from some selected schools in Kabwe and Mumbwa. He went on to state that one of the managerial challenges faced by female school managers was failure of some male teachers to give them the desired respect or to follow their instructions due to patriarchal tendencies. These tendencies made most male teachers in these schools not to fully accept the leadership of the female school managers. In the same study, it was revealed that female teachers too underrated the authority of the female school managers a situation which made management of these schools difficult. The action of these teachers always manifested itself through failure to give or administer homework to pupils, a situation which brought bad results. The other managerial challenge was seen in a few male teachers who resisted meetings that were chaired by female school managers.

Malambo (2012) looked at factors that affected pupil performance in selected aided and non-aided schools in the Western Province of Zambia. He found that most teachers in non-aided schools had the tendency of not administering home work because they were not as well motivated as those in the aided schools. Phiri (2011) did a study of some selected military aided schools in the Zambia Army. In this study he worked at the effectiveness of the head teachers in their managerial roles in the dual administrative system. He found that one of the dominant responses from the respondents was erratic flow of financial aid. The respondents who were school managers attributed this to the fact that at times the Ministry of Education would think the Military authorities would come in to give that aid while the Military would think the same. This situation, according to the respondents, affected the effective running of these military aided schools in that without these finances they faced hardships in implementing expansion of their infrastructure and other programmes.

This study envisioned to look at the managerial challenges faced by school managers in military aided schools locally and globally. The main reason for this study was that no study had been done to bring out the managerial challenges that school managers in military aided schools faced in Zambia. So the above studies are important in that they bring out the knowledge gaps that are required to be

known so as to fill them up and add new knowledge to the body of already existing to the field of educational administration.

2.3 School managers coping mechanisms

Several studies have recorded a number of ways in which school managers cope with life at the height of managerial problems. According to Pettersons (2012), most school managers used the coping method which involved “telling the offender to stop, dealing with them or reporting them to higher authorities”. Pettersons observed that as a way of coping with teachers who failed to give home work to their pupils in Kansas City of the USA most school managers called them and told them to stop. Furthermore, the teachers were made to sign warn and caution certificates or they were reported to higher authorities for further disciplinary action. This was the best way they could solve the problem.

According to Bhandari (2008) the most dominant coping mechanism that was and reported by school managers was to “call offenders whether teacher or pupil and caution them in the presence of a witness.” In the same study it was revealed that for a teacher the school manager would call the deputy school manager and any other teacher to be a witness to the warn and caution. If it was a pupil, the parents or guardians and the class teachers for the pupil would be called to be witnesses. At regional level in Africa there were also studies that had looked at different ways in which school managers coped with the many challenges in the management of

schools. Nthenya's (2012) study of Nzoo District in Kenya found that the school managers had many challenges just like other school managers at global, regional and local levels. He found that among these challenges, managing of human resources was the most difficult part because some teachers had a negative attitude which could influence others. He found that in order to cope with this kind of attitude most school managers "made written records of offences by erring teachers in a note book and showed the latter to the same teachers as evidence in case such an incident reoccurred again." Most of these school managers did that in order to try and minimize this challenge.

This study tried to look at school managers' coping mechanisms in their management of schools not only from the perspective of military aided schools but also other related schools at local levels. The main reason for this study was the lack of official data in terms of how the military school managers cope with life in the face of managerial challenges in the Zambia Army.

2.4 Regulatory measures put in place in the management of schools

There are various regulatory measures that have been put in place in order to ensure effective management of schools at a global level and to mitigate the challenges they face. These regulatory measures are in form of written instructions which may in certain cases act as a statutory instrument at global level. UNESCO (2001) stated that all nations that were affiliated to the United Nations were

expected to adhere to written instructions on the effective management of schools worldwide. It was suggested that all nations were to ensure that the social managers were given self-autonomy in the running of their schools. In the same study, various district level managers were implored to financially assist the school managers for infrastructural development and human management.

Carmody (2004) stated that all District Education Board Secretaries in Zambia (DEBs), were supposed to allow school managers to manage their schools independently but where certain management issues required intervention at District through to Provincial levels, the ministry of general education could come in. It was imperative that such cases were taken up for appropriate action. According to Richardson (2003) all schools were answerable to one Ministry under whose written instruction they operated and managed their schools. She argued from her findings that most school managers affirmed this information. In the same study it was found that most school managers had these instructions under which they were supposed to operate and it was easy because they came via their Ministry which was the main source of information. A list of the school managers' limitations in the management of schools was given and that it was easy to communicate and meet with their supervisors at different levels as it was one Ministry.

Richardson's findings above are in line with the UNESCO proclamation. UNESCO (2001) states that a one way delivery system of communication is effective for delivery of education services with one major fund for both aided and non-aided schools. There must be one Ministry in charge of funding and preparation of written regulatory measures for the management of schools.

Another study which is consistent or in agreement with Richardson's (2001) is a study done by Malambo (2012) in Zambia which looked at the pupil performance in aided and non-aided schools of the Western Province in Zambia. Malambo (2012) found that in order to have good pupil performance the Ministry of General Education needed to have regulatory measures for both aided and non-aided schools. Guidance was needed on how major stakeholders such as school managers could manage their schools. Good results would be yielded if regulatory measures for both aided and non-aided schools came from one source as was the case in Zambia. Mission schools which are aided institutions are subject to these regulatory measures for effective management.

According to Agi (2002) for all aided schools in the military the school managers shall be from the military and as per instruction they shall be appointed by the Director of Education at Army Headquarters. The appointed school manager shall run the school in line with the district or local education authorities. However since the inception of the Zambia Army aided nursery school, pre school,

secondary schools and special study groups and open day secondary schools in the army cantonments no terms of reference have been produced such as uniform regulatory measures for their smooth operations. It is against this background that a lot of administrative and professional problems have arisen there in. This study envisaged to understand the regulatory measures put in place to guide the effective management of schools under the Ministry of Education, inclusive of those in military cantonments. So far no study had been conducted to look at this topic of study.

2.5 Summary

This chapter reviewed literature and other studies on the topic of study at global level in order to have a better understanding of the topic in relation to the stated objectives. The literature cited helped the researcher to understand what others have said on the topic of management of aided and non-aided schools, the military aided schools inclusive in different environments. The literature reviewed covered both civilian and military community schools. The discussion of literature was done in line with the outlined objectives and research questions in chapter one. In chapter three, the researcher describes the research design and methods of data collection

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The aim of this chapter is to describe the research design and methods that were selected to be used in the study. Research methodology is a broad concept that refers to all strategies that describe where, how and when data are to be collected and analyzed. It is concerned with choices on the research design, population, sample, sampling procedure, data collection tools, data analysis and finally ethical issues (Chilisa, 2005).

3.1 Research design

Research design is a plan that is used to generate answers in order to come up with solutions to a research problem in any community (Bless and Achola, 2001). The design can either be in the form of a qualitative enquiry or quantitative enquiry. This study was purely a qualitative enquiry because it targeted the inner feelings of the respondents. It was also subjective in nature and could only be answered through interviewing the affected person who held the feelings. There are five major designs under the qualitative approach;

6. Case study design which is a sustained exploratory study that looks at one or a group of people or objects for in-depth understanding.
7. Ethnography study design which studies cultures of people.

8. Grounded theory study design which is an enquiry where the researcher goes in the field with no literature or theory and from the data comes up with a theory.
9. Content analysis study design which is an enquiry that looks at already given information from a particular time to one particular time for analysis purposes, for example in historical research.
10. Phenomenology study design which is an enquiry that tries to understand an experience from the participants' view point.

This study used the phenomenological design which suited the topic under study as it looked at the experiences of stake holders in the management of military aided schools under a dual management system. The focus of phenomenological qualitative research is to look at a particular phenomenon as it is typically lived and perceived by human beings in their natural setting of homes in many environments at global level (Parahoo, 1997). The major proponent of phenomenology study design was a scholar by the name of Edmond Husserl who lived between 1859 and 1938. Because of that it was named the Husserlian Approach (Leedy and Ormrad, 2005). From a qualitative point of view, the study design is divided into three major schools of thought. These schools of thought are the transcendental phenomenology, existential phenomenology and lastly the

hermeneutical phenomenology. These three frameworks were used by qualitative researchers using the phenomenological research study design.

a. Transcendental Phenomenology

According to Cresswell (2009), transcendental phenomenology school of thought the main thrust was to look at the experience with regard to the essential structures that are left in the pure consciousness. Its main proponents or main contributors for this school of phenomenological thought were scholars by the names of Oskar Becker, Aaron Gurwitsch and Alfred Schütz. Furthermore this school of thought widely used the psychoanalysis school of thought by an Austrian psychologist in the name of Sigmund Freud when looking at nasty previous experiences that made people to behave in a certain way if something bad had happened to them long ago, Stones (2001).

b. Existential Phenomenology

According to Cohen (2001) existential phenomenology school of thought is one that looks at experiences that stress the everyday life of people with regard to their culture or any other phenomenon. It objected to those which only looked at experiences in the conscious only. The major contributor was Merleau Ponty.

c. Hermeneutic Phenomenology

According to Cohen (2001) hermeneutic phenomenology is the school of thought that puts on efforts to get beneath the subjective experience and find the genuine

objective nature of things as realized by the individual and groups of people with regard to a phenomenon. The major contributors of this school of thought was Martin Heidegger.

This study was grounded in the Hermeneutic Phenomenology School of Thought. The reason for this was that this school of thought looked at the subjective experience of individual and groups of people through their stories and narrations. It enabled scholars and researchers to make meaning of what they heard and made correct conclusions. The phenomenological research design is relevant to this study in that it was looking at the lived experiences and inner feelings of the respondents who were believed to have the data on the study topic as there were the stakeholders in the study.

3.2 Phenomenological Research Design

According to Holloways and Wheelers (1996), phenomenology study design is a qualitative enquiry in which the researcher identifies the essence of human experiences about a phenomenon as described in any given enquiry or study. The study therefore collected data on the dual management of military aided schools using this design from, military authorities and education authorities with respect to Arakan Barracks schools. As a matter of fact the phenomenological design enabled the researcher to understand the challenges or problems that go with the dual management of military aided school from the participant's point of view

(Giorgi , 1985). The researcher focused on the lived experiences of stakeholders in the dual management of military aided schools in line with the study objectives.

The study made use of a qualitative research paradigm which was grounded in hermeneutic phenomenology in order to understand dual management experiences in managing military schools from Arakan Barracks.

3.3 Study site

The study was conducted in Lusaka specifically Arakan Barracks in Lusaka Province. This is the home of the Second Battalion of the Zambia Army having homogenous characteristics with other military aided schools in Zambia. The site was conveniently sampled because the researcher was based in Lusaka as a teacher in the same area, hence accessibility to participants was easy. In addition data collection was not going to be costly because the participants resided in the same area. A research site is an area where participants that are going to answer to research questions reside (Cresswell, 2007).

3.4 Study population

According to Leedy and Ormrad (2005) a population is a group of individuals or groups of people from which samples will be taken for measurement and subsequent interviews with the same characteristics such as soldiers, nurses, teachers and many other categories. Furthermore, a study population is an individual or group of people that the researcher is interested in and are able to

answer to his or her research objectives with regard to a given phenomenon. The target population in this study, therefore, was school authorities like school managers who were military officers. The others were stakeholders such as military authorities from the Directorate of Education at Army Headquarters and Ministry of General Education at local level, which is the District Education Board Secretary and his or her officials.

3.5 Sample size

According to Kombo and Tromp (2006) sample size is the total number of respondents or participants that answer to the requirements of a given study through its objectives by having the same characteristics. The sample size for this study was 30, the number included serving school authorities, military authorities and education authorities. The study also looked at the stakeholders experiences that had served in all the three categories that the study looked at, hence the study used in depth interviews to get detailed information. It was easy using in-depth interviews to have an in depth understanding of the phenomena. Further the sample size of 30 was used for easy thematic analysis of data. This number was sufficient because qualitative approaches are small studies which involve few participants who can be easily interviewed and their discussions easily taken note of from their narrations.

3.6 Sampling design

According to Bless and Achola (2001) sampling design refers to that part of a research plan that indicates how cases are going to be selected for observation or participation in any given study. There are basically two distinct sampling designs namely non-probability and probability sampling. Probability sampling design is one that involves randomization in the selection of respondents, thereby giving every member of a population an equal chance of being picked to take part in a given study (Kombo and Tromp, 2006). Non-probability sampling design on the other hand is one that is applied without randomization and hence not all stand a chance of being picked but only those that answer to the specific objectives and characteristic set in the study. It is applied to a small group or a representative group for the purpose of illustration or explanation involving a particular phenomenon (Bless and Achola, 2001).

This study used non-probability sampling because it was sufficient to study a small group of stake holders to take part in a discussion involving the dual management of the military aided schools hence going for those because they could answer to the cultural objectives.

3.7 Sampling techniques

Kombo and Tromp state that sampling is the procedure a researcher uses to gather people, objects, places or things to study with regard to a particular phenomenon. It

is a process of selecting a number of individuals or groups of people or objects from a given study population such that those respondents or participants selected contain elements representative of the entire group. A sample is a set of respondents or participants selected from a larger population for the purpose of an enquiry with regard to any given phenomenon, in an area (Punch, 1998).

A sample as illustrated above is a subset or small part of the total that is going to be studied from a given population. In this study, the researcher targeted serving school military managers and those that had served before in the Arakan Barrack schools. Further the targeted group included military authorities such as those at Army Headquarters and education authorities at local district or District Education Board Secretary (DEBS) level. All the three categories were to provide information according to the objectives of the study.

The sampling techniques that were used were purposive sampling for those respondents believed to be reliable for the study and snowball sampling technique was used. Ten school authorities who included military school managers were purposively sampled for those serving while those not serving were identified using snowball sampling and these were interviewed using in-depth interviews. Ten military authorities who include those at Education Directorate such as the Director were identified using snowball sampling from those who had been purposively sampled and were interviewed using in-depth interviews. Ten

education authorities serving at the district level which is District Education Board Secretary and others at that level were purposively selected, and later identified others that had served before them hence snowball sampling.

3.7.1 Purposive Sampling

Kombo and Tromp (2006) state that purposive sampling is a method in which the researcher targets a group of people believed to be reliable for in depth analysis and understanding related to the central issue being studied. This research study therefore targeted only participants at school, military and education authority levels that were believed to be reliable at the time of data collection and for the study as they were known. Those serving at the time of data collection were selected further helped in identifying the others.

3.7.2 Snowball Sampling

Snowball sampling is a method that begins by asking people, who know a lot about a particular phenomenon and are able to identify others. It usually starts by asking a few people who identify others and then increases in sample size as new contacts are mentioned by the people that were first identified (Kombo and Tromp, 2006). The researcher began by identifying the serving school, military and education authorities who in turn identified and mentioned those who earlier identified others in order to come up with the desired sample due to the absence of a list or indeed a sampling frame.

3.8 Data collection methods

Data collecting techniques are a way of collecting information with regard to a particular phenomenon got from primary and secondary sources of data (Bless and Achola, 2001). In this study therefore, data were collected through primary and secondary sources.

3.8.1 Secondary Sources of Data

According to Bless and Achola (2001) secondary sources of data include literature such as books, journals, magazines, newspapers, periodicals and academic dissertations in line with a topic under study. Therefore, in the quest to collect information related to the topic under study, the researcher consulted or read various pieces of literature in the above mentioned categories in line with the research objectives in chapter one.

3.8.2 Primary Sources of Data

According to Bless and Achola (2001) primary sources of data are information that is collected from the field of research and the actual respondents and participants in any given study. In order to obtain rich, deep and detailed description of the subject, the researcher used qualitative data collection tools to answer to the outlined objectives of the study. The field of research in this study was Arakan Barracks in Lusaka. The qualitative data collection tool that was used to collect primary data was in-depth interviews. Interviews were used to collect the

participants' perspectives and understand their lived experiences with regard to dual management of military aided schools.

3.8.3 In-Depth Interviews Technique

According to Krueger (1988) in-depth interview is a verbal conversation with any given individual conducted by a trained person who is a researcher with a view to collect specific information to answer to the objectives of a particular study. In this study, it was found that in-depth interviews were helpful in the understanding of divergent views and experiences. In order to have an in-depth understanding of the topic, the study made use of open-ended questions which gave an opportunity to the participants to say as much as they could with regard to each objective, so that the researcher could have a deeper understanding of the outlined objectives in chapter one.

3.8.4 Interview Process

Equipped with an informed consent form and an interview guide, the researcher began each interview session by introducing himself to the participants, preceded by a greeting. The participants were made aware of the research and procedures to be followed were spelt out to them through an informed consent form which is part of the appendices. The researcher later went on to inform the participants that the study was meant for academic purposes and that he wished to explore and understand the lived experiences of dual management of army aided schools from

education authorities, military authorities and education authorities at Arakan Barracks.

The participants were further assured of confidentiality that they would remain anonymous and untraceable in this research study as they were to be identified by a number and not by their names. The participants were further told that they were free to pull out at any given point of the study if they felt uncomfortable as it was their right to choose to do so during or before the session. A verbal or written consent was later obtained from the participants before the commencement of each session. After each interview session each participant was personally thanked by the researcher.

3.9 Data collection procedure and time line

Before data were collected in full from the field, a pretest was conducted showing how the data were going to be collected and a time line(work plan) prepared. The pretest was done was from 1st to 7th July 2015.

3.9.1 Pre-Test

According to Leedy and Ormrad (2005) a pretest is an initial data collection process aimed at ensuring that the research instruments and questions are appropriate for any given study. It is against that background that before the actual data collection was done, the researcher went to try out the research instrument in order to know if there was need for making adjustments to the instruments in

readiness for the actual collection of data. The pretest was sequential and based on the outlined objectives which were chronologically arranged from the first step up to the last step. The nature of data that were collected were qualitative.

3.9.2 Data Collection

According to Leedy and Ormrad (2005) actual data collection as the actual procedure is used to collect primary data from the participants with regards to a particular phenomenon. The actual data for this study were collected between 1st and 15th August, 2015, as shown on the work plan which is one of the appendices. The collection of these data followed a sequential strategy which is done chronologically such that the objective below depends on the answering of the one above. There are basically three sequential strategies that subscribe to the collection of data in a chronological way, these are sequential explanatory strategy, sequential exploratory strategy and sequential transformative strategy (Cresswell, 2009). Cresswell explains that sequential exploratory strategy in mixed research method is characterized by an initial phase of qualitative data collection and analysis, followed by a phase of quantitative data collection and analysis. Therefore, priority is given to the qualitative aspects of the study. In this study the data collection that was used followed the sequential transformative strategy because the study only had objectives which were qualitative in nature hence beginning with qualitative and ending with qualitative aspects in line with the

outlined objectives. All the information was recorded on an interview protocol which is a qualitative form used by a researcher for recording and writing information obtained during the interview.

3.9.3 Data analysis and procedures

Data analysis is the process of inspecting, cleaning, transforming and modeling data collected from the field with the aim of discovering useful information so as to make right conclusions (Leedy and Ormrad, 2005). Methods of data analysis in qualitative studies are mainly interpretive in nature with coding, recursive abstraction, and content analysis also known as mechanical techniques. This research analyzed its data qualitatively using qualitative content analysis (Leedy and Ormrad, 2005).

Qualitative Content Analysis

Qualitative content analysis is a powerful method used for analyzing large amounts of qualitative data collected through interviews or focus group interviews (Patton, 2002, Minichiello et al, 1990). It can be used to analyse data collected from 30 participants and above as there will be enormous data (Cresswell, 2009). This study used qualitative content analysis because it had both large amounts of data to analyse which came from 30 participants. Data from in-depth interviews were recorded and transcribed before analysis. Included in qualitative content analysis is data presentation, since the data would be transcribed directly into texts. Having

recorded the data from all participants in his note book or on an interview protocol from what had been spoken by each participant, the researcher proceeded to read through each transcript. The researcher did this because he wanted to pick the desired information that was going to be useful with regard to the outlined objectives of the study. In order to achieve this, the researcher transcribed the data from its original form as spoken by the participants. This was further achieved by the exploration of the relationship between patterns and trends with regard to the information that was got from the participants.

3.9.4 Ethical considerations

Ethical considerations are acceptable behaviour during a given research process that are dual in nature, they involve permission being sought from gate keepers and participants as since human beings are involved (Leedy and Ormrad, 2005). Permission of entry into Arakan Barracks was sought from the relevant military authorities who were the gate keepers at Army Headquarters after clearance from the University of Zambia Ethics Committee between 1st and 7th July, 2015. The researcher also requested for permission to interview participants through an informed consent form from 15th to 7th August, 2015 as indicated in the work plan in the appendices. According to Newman (2001) an informed consent form is a document that shows and outlines the aim and purpose of the study to the respondents or participants and how they will be insured in terms of the

confidentiality of their participation. Ethical considerations in the field are important because of the need of clearance by all parties concerned, it is also very important because participants are made aware of the conditions and they can choose either to or not to take part through their own conscious.

3.9.5 Study limitations

Study limitations are problems that a study encounters during a given research process (Newman, 2001). This study was not free from limitations. As earlier alluded to the list that was to act as a sampling frame was not availed hence relying on snowball sampling for selection of other participants.

3.9.6 Summary

The chapter discussed the methodology used in undertaking the study. It explained the research design, study population, study sample, sampling techniques, and procedure for data collection, analysis of data, ethical considerations and study limitations. The next chapter will present the research findings.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

The previous chapter presented the methodology used in undertaking the study. It highlighted the research design, study population, study sample, sampling techniques, and procedure for data collection, analysis of data, ethical considerations and study limitations. In this chapter the researcher presents the findings of the study based on the information collected from the narrations and stories of experiences of the participants in the study. As may be recalled, the study's main aim was to study and explore the lived experiences of education and military authorities on the dual management of military aided schools from Arakan Barracks through in-depth interviews. The interviews brought out narrations, suggestions opinions, views, comments and stories on the dual management of military aided schools in Lusaka.

A range of themes emerged from the data collected in analyzing the data the researcher took a naturalistic point of view whose goal was to describe experiences with regard to dual management of military aided schools based on what was heard. The transactional model of stress and coping theory that was used in this study involved naturalism and focused on factual characteristics of the object under

study it was as the participants experienced it (Guba and Lincoln, 1994). The study used phenomenology to transform the experiences by contextualizing them. This is the original description of the phenomenon as lived by the social actors and can be called the original meaning. Although no description is free of interpretation, hermeneutic phenomenology entails a kind of interpretation that has low to moderate inference.

The findings of this study are presented under the main research questions stated in chapter one. The questions which marched with the research objectives were:

1. What are the managerial challenges faced by school managers in Arakan Barracks as a result of dual management?
2. How do school managers in Arakan Barracks cope with the dual management of military aided schools?
3. What regulatory measures have been put in place to curb management challenges in military aided schools?

4.1 RESEARCH QUESTION ONE

The study revealed that unlike those schools that were administered through single management, dual management of military aided schools had several challenges. The study found out that since military and local authorities at District Education Boards Secretaries (DEBS) were both directly in charge of the schools located in the barracks when it came to help in the administering of the school, one party

would think the other would come in to solve a problem. Further, differential acts to guide the two which are either military or civilian cause problems where the discipline aspect is concerned.

As a way of having an in-depth understanding of the objective one in relation to the topic under discussion, the study tried to find out the challenges faced by school managers in the light of the following categories of the participants:

- Challenges from the deputy school managers.
- Challenges from the military academic teachers (military personnel).
- Challenges from the civilian teachers (Ministry of Education personnel).
- Challenges from pupils.
- Challenges from parents.
- Challenges from military authorities.
- Challenges from local authorities at DEBS offices.

4.1.1 Deputy School Managers

The narrations, views, opinions and stories from school managers who are military that had served in the military aided schools revealed that their school deputy managers knew that it was not possible for them to head the military schools because of the Memorandum of Understanding (MOU), which mandates the military authorities to appoint the school managers (Agi, 2002), hence were likely to cause managerial challenges in the school. On the general challenges that the

school managers faced in the dual management on military aided schools, this is what the participants that had or were still serving had to say:

A named school manager number one (01) had had this to say:

I once served at a named school in Arakan Barracks as a School Manager and when I was appointed by the military authorities I took over from my predecessor who briefed me on how he had taken over. I served for a long time. I found that there was a school deputy manager who was a civilian. The problem that I discovered was that when I tried to execute my duties in terms of discipline in school the civilian teachers seemed to be looking at the deputy school manager and were saying that it was only the deputy school manager that could punish them since they were guided by a different act. When I brought this to the attention of our director at our headquarters I was told that there was no unified instruction for both military and civil authorities at DEBS office for the rest of the army aided schools. They further told me that as a military officer I should use military strategies to solve the problem diplomatically. However the local authorities at DEBS just told me they will call the named deputy school manager and talk to him.

A named school manager said:

Officer, (the researcher), I have served as school manager not only at Arakan Schools but also in other schools in Chindwin. As a matter of fact, I have served for a long period in all the schools that I served as school manager. While at a named school in Arakan and a named school in Chindwin where I had served as a school manager I had an administrative confrontation with my deputy school manager. Furthermore, in annoyance he told me that I should not bother him as I belonged to a different ministry even though I was told that I was able to charge my juniors in the school under me.

A named school manager number three had this to say:

I have served at one of the schools in Arakan Barracks for quite some time and I had no problems with my deputy because I knew how to handle him, lest he said I was using military authority by involving him in all administrative issues - though I used to overhear people within the school saying since military teachers were giving him problems he was going to influence the civilian teachers, since there were no proper guidelines binding the two organizations, which are the army and the ministry of education, especially at district level the smallest entity.

4.1.2 Military Trained Teachers

From the findings that arose through the face to face interviews with the various participants, the study found that at times the military teachers who taught alongside civilians had their own challenges. It was found that sometimes the civilian teachers and the military academic instructors would have problems with regard to compliance to specific orders and instructions. Mostly, they sometimes did not want to listen to the advice that came from the school deputy manager and his team of the heads of department who were mostly civilians from the Ministry of Education. It was further found that the reason for this was because of the two parties which had no unified written rules between them that is Defense and Education. These are some of the descriptions as illustrated by the participants.

A named school head teacher (military) narrated:

You know when I served at this school in Arakan Barracks I had challenges with regard to military academic instructors or teachers. Officer (meaning the researcher) my task as the school manager in the school is policy making and delegation of other tasks to the deputy school manager. To tell you the fact, despite me having made this delegation, it was proving difficult because my military teachers after being given instructions resisted the instructions from the deputy school manager who is always a civilian appointed by the Ministry of General Education.

Officer (the researcher) my school deputy manager told me how he had an encounter with a staff sergeant military teacher. The deputy school manager told me that when he asked this staff sergeant, he simply said to him that there is no instruction that covers you to start pushing him and that only the school manager could push him.

Another named school manager number two had this to say:

Officer (the researcher) I thank you for availing me this opportunity to talk about the problem of dual management that is having military and civilian teaching staff under my management. I was busy in my office one of the days when one head of department that had served for a long time in our school was brought in by my deputy school manager. When I asked what the problem was, the deputy head asked the head of department to narrate his ordeal to me. I told this HoD to go ahead and he said that I was having problems with the supervision of some military academic staff because their input is lowered and when I try to supervise them, they are not cooperative because of issues to deal with their promotion. I assured him that I was going to talk to them and that I was going to institute discipline.

A named school manager number three had this to say:

Commander (the researcher) I thank you for availing me this opportunity to talk about the problem of dual management that is having civilians and military teaching staff under my management. I was busy in my office one of the days when one head of department that had served for a long time in our school was brought in by my deputy school manager. When I asked what the problem was, the deputy head teacher asked the head of department to narrate his ordeal to me. The head of department said he was having problems with the supervision of some military academic staff because their input was lowered and that when he tried to supervise them they were not cooperative because of issues to do with their promotion. I assured him that I was going to talk to them and that I was going to institute discipline.

A named school manager number three had this to say:

Commander (the researcher), leading a dual system is very taxing because the situation that is prevailing is very difficult because no agreed guidelines have been written for common usage. Hence sometimes military academic teachers give problems to the school deputy manager and heads of departments from the Ministry of Education citing that he or she cannot be charged when they are wrong

Because of this I have been forced to hold individual meetings with the military academic teachers before going to talk to hold a meeting with the rest to talk about discipline and abiding to instruction given by people in authority like the heads of departments and the deputy head teacher despite them being civilians.

4.1.3 Civilian Teachers

The findings of this study with regard to management challenges from civilian teachers in the dual management of military schools that are aided by the army revealed a number of issues with regard to the afore mentioned theme. Some of the issues recorded show that civilian teachers did not have the tendency of giving homework to pupils in their school to improve their level of assimilation. These civilian teachers had reasons of doing so and this is what the participants had to say.

A named school manager number one from the military said:

Comrade (the researcher), while at the school which I was heading, the challenges that I faced were with regard to civilian teachers. These teachers give problems in that they do not give homework or remedial work. Even when the deputy head who is a civilian talks to them, the situation normally brings bad results to the said teachers.

Another named school manager from the military said:

My friend (the researcher), a very critical challenge is that of not marking homework administered to children and rare giving of homework by civilians. When I confront them they say I am using military in the management of the school and take the information to my bosses at DEBS Office.

A named school manager from the military said:

All the staff meetings I had despite talking about giving homework to pupils and marking the work, fell on deaf ears especially with regard to civilian teachers from Ministry of Education (MOE). Even if I tell them that I will take up their names to the DEBS, it even worsened the situation. This category of teachers is different from military academic teachers who always administer homework and remedial work thereby yielding better results.

4.1.4 Pupils

The narration, views and opinions with regard to the aforementioned challenge showed that the schools never had challenges in terms of payments of tuition fees from the pupils. Further, from this study is the fact that pupils adhered to sensitization on HIV and AIDS counselling, hence the schools did not record any cases. This is what the school managers had to say.

A named school manager from a military background had this to say:

With regard to pupils I don't have any problems. The only problem that I was afraid of was that of recording HIV and AIDS cases which I hear when I attend head teachers' workshops organised by the DEBS. Most schools outside this record HIV related cases such as sexually transmitted diseases, which is not the case with our school. Health is important or me this is a plus because of the hard work from the members of staff.

A named school manager number two from a military background had this to say:

I had no problem as regard to children or pupils in the dual management of schools in the military cantonments. This is because my area of focus was academics and most schools in the barracks not only mine get a high percentage pass rate. Whether it is other head teachers a good management message entails having a good pass rate of their pupils.

Another military officer number three school manager with regard to management challenges said:

Officer, (the researcher), as a school manager in a military barrack, I had no problems or challenges because I looked at the management of the pupils with regard to good health and academic results. From the time I was at that school as a school manager I never had a lower pass rate neither did I record

bad health cases which are common in other schools, let alone pregnancies from female pupils.

4.1.5 Parents

From the narration and opinions regarding parents it was found that parents in those schools were cooperative when it came to attending Parents Teachers Association (PTA) meetings. It was further established that most parents in these schools when it came to payments of user fees did so promptly and usually on time. This is what the participants had to say with regard to parents.

A school manager one said:

Officer, (the researcher), most parents of pupils in the military aided schools come from the barracks because these are located within. There are very few parents that come from outside. In these schools, not only in Arakan, there is no defaulting in terms of payment of user fees unless with a good reason otherwise I used to have overwhelming response from the parents.

Another school manager from a military background said:

I have never experienced apathy in terms of payment of user fees from both civilian and military parents. Apart from that when I call for a PTA meeting they all attend.

From the narrations and stories of the various administrators leading and managing the military aided schools it was found that they have a difficult choice in the

military authorities and civilian authorities call at the same time and this is what they had to say.

A school manager number three from a military background said:

Most of the parents in the barracks pay their user fees promptly and I have no problems. On the other hand, very few from the civilian parents do not oblige but three quarters like their military counterpart parents also pay these user fees. All in all I receive overwhelming response from the parents in general. It is this response that makes my school to be achieving good academic results as I am able to buy the necessary school requirements. Further, I am able to finish projects that are agreed upon by the parents' teachers' association meetings which are attended by all without apathy.

4.1.6 Military Authorities

A school manager number one from a military background said:

My friend (the researcher), when you have two bosses you find yourself in a cocoon as to whom you should be loyal. A good example arises when both call at the same time for a meeting. For me the one that appoints me is the military authority but my boss who I am supposed to work with is the District Education Board Secretary at my school and still needing to be promoted to

have to be loyal to the one that promotes a situation that leads me to always be late at the local DEBS authorities' meeting.

A school manager number two from a military background said:

As a school manager one day I was called for a meeting by the military authority. I had to dash there to attend to them before that the local authorities at DEBS office had also called. After the meeting I went in combat dress to try and catch up with the other meeting alas I missed it.

A school manager number three said:

I would rather go and excuse myself at a meeting with the military authorities and tell them have to attend first to the DEBS office but I will go to DEBS office in combat early. Over my dress they will understand instead of starting with the military authorities.

4.1.7 District Education Board Secretary (DEBS) Personnel

From the narrations and stories, the participants revealed that they received a cold shoulder from their civilian bosses at DEBS' level when they said they had come late because they were attending to their military authorities.

A school manager number one from a military background said:

Being a junior officer heading a primary school as much as possible giving preference to my military authorities I was always late at DEBS meetings and in combat a situation which the DEBS detested, but had to allow me to attend.

Sometimes he would call me after the meeting and go through the minutes of the meeting.

A school manager number two said:

One of the days after attending the meeting with my bosses at Army Headquarters I was late for the other meeting only to find it had ended. The DEBS said “sir, see me after three days’ time because I am attending another meeting”. I had to use initiative by going to one of the civilian head teachers who gave me details of the meeting and quickly had to act on the information by sending the details to DEBS’ Office.

A school manager number three from a military background said:

I have no problems with the DEBS office as I attend to him promptly.

4.2 RESEARCH QUESTION TWO

However, social managers within the military cantonments had ways of coping with regard to civilian and military parents of pupils in these schools as opposed to those in the civilian world. It was found that the schools which were strategically located in the military cantonments had parents coming from within and these were soldiers and commissioned officers. Those parents who sent their children to these from outside the barracks were very few.

In case the schools within the military needed to do a project which required money and payment of tuitions fees they received overwhelming response because

they used Battalion Headquarters to assist since the school was located in the barracks to solicit for money. When it went to the military authority it would be easy to make the parents pay as it came in form of an order from the relevant authorities. Because of getting this money easily there are no much challenges with regards to accessing this money.

Furthermore, it was found that even getting the money from the civilian parents was easy because the school managers would just tell them that “*look your other colleagues have paid and it is only you that have not paid, please pay up*” and they will do so. It is against this background when asked with regard to the theme this is what was said:

A school manager of military background on a military aided school said:

Officer (the researcher), the problem of getting user fees receives a negative response in both civilian and military aided schools. However, as an initiative, since most of my parents are within the military cantonment and are soldiers, I just inform the relevant authorities who are in charge and money is got on our behalf. This I do when it is extremely necessary. Once I have used this coping mechanism, it is easy to tell the civilian parents who also normally feel ashamed not to pay when I show them the list of other parents that have paid.

A school manager of military background in a military aided school commented that:

“From the time I came to this school I have had no problem with regard to collection of tuition fees, from the pupils. I just get a letter from the Battalion Command showing that all are to pay the said amount. Once I have got that I attach it to a letter that I draft to the parents and I receive overwhelming response. Just like my predecessors I find it easy to collect the other monies from the civilian parents who would oblige to the instruction to pay since in my school we normally have more than 80% pass rate.

A school manager of military background in a military aided school said:

I sometimes use the military authorities within to collect on my behalf as it is easier and faster. But mostly I just get an authority letter which I attach to the parents as notification for them to pay and I receive very good overwhelming response, which is not the case with my other colleagues who are also school managers in civilian schools outside barracks context.

4.2.1 Coping Mechanisms on Management Problem related to Military Authorities in Military Aided Schools

The findings in this study revealed the fact that many school managers found problems when it came to meetings with military authorities at Army Headquarters

and Civilian Authorities at district level who were the District Education Board Secretaries (DEBS). The problems of coinciding of these meetings sometimes put the school managers from a military background in an awkward position. However, various coping mechanisms were used to overcome such problems. A school manager of military background number one from a military aided school commented:

Officer (the researcher), I am new here and many are times that I find myself in a situation where I am needed by both the military authority in the barracks and the civilian authorities at DEBS office outside the barracks, for me as a senior officer preference is given to the civilian authorities. And I later attend to the military authorities because I feel the one at DEBS is more important. In that way, I even receive a lot of praises from my civilian bosses though I look to be disloyal to the military authorities.

A school manager of military background number two from a military aided school said:

Sir (the researcher), having been appointed as school manager and still having a small rank, I strike a balance in pleasing both the military authority and the civilian authority. I do so when meetings have coincided. I would dress up in combat and start with the military authorities and then later go to the civilian authorities and apologize. I

know the civilian authorities don't get happy because they don't allow us to come in combat. But what else can a junior officer do my appointing authority use the military authority.

A school manager of military background number three from a military aided school said:

Officer (the researcher), I give preference to the military and am always at fault with the civilian authorities. It is difficult to be loyal to both. At times I may even lose out on what other schools will gain from the civilian authorities.

4.3 RESEARCH QUESTION THREE

According to the findings of this study, there were no regulations which were binding from the two institutions that is the military and the civilian authorities. The responses to this objective were recorded from narrations that came from school managers of military background in military aided schools. The other responses were gotten from both military and civilian authorities. The responses from military authorities came from senior administrators at both Administration Branch and Education Directorate, which included those that had served in such positions. The situation was similar with those from the civilian authorities information that had served in the said positions and who were also serving at present.

4.3.1 School Managers with Military Background

The study found that there were no regulatory measures put in place to avoid managerial challenges from the dual management system. This is what came out from the stories of the school managers of military background as participants in this study. A school manager of military background number one from a military aided school commented that:

The period that I have served as school manager not only in Lusaka but elsewhere in other units I have not come across a regulatory measure that ties up the military and the civilian authorities. In fact the instruction by the military authorities from army headquarters states so.

A school manager of military background number two from a military aided school said:

Officer (the researcher), if there was a regulatory measure where the military authorities have said something in line with the civilian authorities, most management challenges would not have been there, alas there is nothing.

A school manager of military background number three from a military aided school said:

Officer I have two instructions; one from the military authorities and the other from the civilian authorities. The civilian instruction does not have instructions which are tied on the same lines with those of the military.

In the same vein, even that one for the civilian authorities is in the same manner. In fact the military instruction states that a lot of problems have arisen to show the extent of responsibilities.

4.3.2 Military Authorities at the Headquarters

The study found that the military authorities had a document which was dated 2002, which showed how schools within the military were to be run, only, without a component coming from the civilian authorities at local level. This is what the participants had to say.

A military authority from army headquarters had this to say:

Officer (the researcher), I was once at Education Directorate. At the time I was both at secondary school as a school manager I discovered there was no unified regulations between the army and the civilian authority either at higher level or the local level at district. This state of affairs brought a lot administrative problems which I think to date are still not resolved, though I must admit that aside that we work well with the civilian authorities.

A military authority from army headquarters said:

I came up with the regulatory measure that still stands to date. I came up with it as a way of having regulatory measures that could solve certain administrative problems and professional problems. However, this only

worked very well with the military oriented personnel. Due to the dual management it did not completely solve the administrative and professional problems because we had no unified regulatory measures from military and civilian authorities.

A military authority from army headquarters said:

We manage to work with the regulatory measure written by the army, but then there is a need to have a consolidated regulatory measure which should include the civilian one so that they also have a similar copy.

4.3.3 Civilian Authorities from District Education Board Secretary's Office

During in-depth interviews, it was found that they gave out regulatory measures but did not have those that could manage the military staff. A civilian authority from DEBS office narrated:

Sir (the researcher), I have issued regulatory measures that are standard to both the civilian and military aided schools. However, I don't have any regulatory measures to solve the problems regarding the military staff, but I think we still operate though there is a need to work out a unified regulatory instruction which is not there.

4.4 Summary

This chapter presented the findings on dual management and experiences of school, Army and Education authorities from military aided schools in Arakan Barracks, in Lusaka Province. The findings were based on the under listed objectives.

- a) Managerial Challenges faced by school managers in Arakan Barracks as a result of dual management aided schools.
- b) Coping of school managers in Arakan Barracks with dual management problems.
- c) Regulatory measures put in place to combat management problems in dual management of military aided schools

Using in depth interviews for managerial challenges it was established that there were challenges regarding deputy school managers, military academic teachers, civilian teachers, pupils, military and civilian authorities that school managers had to contend with. It was discovered for all the categories above that there were challenges of differential department ideals between military and civilian ideologies. When it came to coping mechanisms to overcome managerial challenges, some school managers gave preference to the civilian authorities and later attended to the military authorities, others stuck a balance in pleasing both the military authority and the civilian authority. However, some gave preference to the

military, arguing that it was difficult to be loyal to both. The study also found out that there was no unified regulatory measure between the military and civilian authorities at local level.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

Arising from the findings raised in chapter four, the aim of this chapter is to discuss the findings alluded to in chapter four. The findings were based on three objectives and it is this chapter that discussed the findings in a chronological way from chapter four. As a matter of fact the chronological way is how the data was also collected which meant that even the presentations and the analysis still followed the same pattern where the second objective or that below depended on the one on top and this was what was called the sequential transformative strategy since all the objectives were qualitative. Explaining the meaning of the findings from chapter four of this study is the prime purpose of this chapter.

The findings are discussed using research objectives which are a mirror of the research to clearly show what the research outputs are expected in relation to the problem study. In this chapter a regional and global context is considered to make the findings what was similar and what was dissimilar in the study. From whatever is dissimilar with information that was reviewed in this study it can be said that it is a gap filled in from what other dissertations and scholars have said. This chapter will also show how the theoretical framework relates to the present discussion while the research objectives will be attached to answers together with their

meaning and finally a summary will be made from the discussion of the findings as a result of the research objectives.

According to Cresswell (2009) it is prudent that at the end of any inquiry, answers to the research questions or those using objectives, phenomena related to them are shown. In this study, the researcher choose to use the research objectives models because they acted as tools to think with in generating knowledge to fill in the gaps that could have been left by other scholars (Leedy and Ormrad, 2005). After having the main answers to the three main research objectives under listed, it is expected to discuss the findings and contextualize them. Contextualizing means the study will have to compare with other studies by way of looking at things that were similar and dissimilar. The chapter will then after understanding the common pattern of even other studies show how the study supports and concurs with them, at global level.

Having clearly understood the live experiences of the managerial challenges, with regard to school managers in Arakan Barracks as a result of dual management from the research questions which are a mirror of the research objectives, we can discuss what the findings. After discussing the findings, we are expected to contextualize them with what other studies have said about the same theme at global, regional or local levels. There were both similarities and some dissimilarities with other studies.

5.1 Managerial Challenges faced by School Managers in Arakan Barracks as a result of Dual Management

There is sufficient evidence to show that school managers at Arakan Barracks faced managerial challenges as a result of dual management from their schools. Based on their experiences with regard to dual management, the findings revealed natural responses regarding managerial challenges knowing that they would not be school managers due to the Army policy and its memorandum of understanding with the Ministry of General Education, which would not allow them to be school managers, hence would try to disrupt the plans for the new school manager. The memorandum stipulates that the school managers will come from the Military, hence the school managers are appointed by the Military authorities so their deputies who are appointed by the Ministry of General Education tend to get the loyalty and support from the teachers of whom the majority are from the Ministry of General Education.

There was a management challenge with regard to military authorities in that being an appointing authority they also had a say on the military school managers which at times collided with that of civil authorities. From the narrations another management challenge from civil authorities was the failure of the District Education Board Secretary (DEBS) to recognize the dual responsibility of the school managers.

Furthermore with regard to deputy school managers, there was sufficient evidence that having been longer in those schools, teachers would side with them when a school manager tries to discipline a teacher especially on the civilian teacher's part. The teachers tend to be longer at these schools unlike the head and the deputy, hence since the majority are from the Ministry of General Education, their side with the deputy head teachers. It was also found that at times they erupted disputes between school managers and deputies to an extent that the deputy school manager would say that you cannot discipline me since I belong to a different Ministry.

There was also sufficient evidence that the school managers from the military had managerial challenges with regard to military academic instructors or teachers in the managing of dual military aided schools. From them the evidence emerging was that the military academic instructors felt that the deputy school manager could not discipline them neither could the Heads of Department (HoD) due to different ministries. From the responses of school managers this was a challenge in management. There was also sufficient evidence that school managers from the military aided schools had managerial challenges regarding civilian teachers from the Ministry of General Education (MoE). It was noted that there was a tendency of laxity when it came to giving home work to the pupils on the part of the civilian teachers.

There was also strong evidence that the school managers in dual management from military schools had no management challenges from the pupils. This was shown from the fact that pupils adhered to sensitization on HIV and AIDS counselling, hence not recording any cases in that respect. Another area where evidence came out strongly without management challenges from the pupils was the collection of tuition fees, which the participants said was done with ease. Another area where evidence came out without management challenges from the pupils was discipline, as most of the pupils came from military homes where their parents instill discipline in them, for those that came from outside the Barracks, there was fear that soldiers would discipline them if they wanted to be indisciplined, because of the school being a military aided school. There was also strong evidence that the school managers had no management challenges with regard to the parents. This was shown from the fact that when it came to attending Parents Teachers' Association (PTA) meetings, they attended in good numbers and it was further established that they promptly paid user fees on time. The school managers had challenges with regard to military authorities. It was found that when a meeting was called at the same time by the military authorities and civilian authorities the military establishment was primary while civilian authorities were secondary in terms of preference. This was the case because the military establishment were the appointing authority, hence the others ended up suffering in some cases.

There was also strong evidence that school managers in military aided schools had challenges with regard to District Education Board Secretaries (DEBS). It was found that mostly when the military school managers attended first to their primary bosses - the military authorities and going late to the civil authorities and in combat uniform, the civil authorities were able to understand the school managers, hence there were always at logger heads. It was also found that in terms of accessing funds the civil authorities would not be thinking the military authorities were assisting and vice versa. All the aforementioned evidence with regard to objective one was elicited from the participants using in depth interviews in order to have an in-depth understanding of the phenomenon at hand which were the management challenges.

A study at global level with the same dependent variable management challenges by Davies (2003) recorded similar responses on challenges in management. In the same study Davies (2003) found that teachers in schools under study failed to give homework to their pupils a situation which led to poor results, in most schools in the USA. According to her, they failed study to give remedial work. Davies study was in consistent with this study in that the findings also revealed that the few civilian teachers never gave homework and remedial work to pupils. Further, locally one of the landmark studies on management by Phiri (2011) found that financial aid to the military aided schools was a bit tricky in that the military

authorities would think the civilian authorities would assist and vice versa, hence management problems resulting. Phiri's study was in consistent with the present study.

When we further relate the present study, with other studies globally, regionally and locally we can also come up with dissimilarities apart from the mentioned similarities. In research the dissimilarity shows a gap in knowledge being filled-in. With regard to problems of pupils on HIV and AIDS, this study had no problems with pupils being infected and affected and this was largely because both the military and civilian teachers took time in the sensitization of pupils before anything on a daily basis. However, this was not in consistent with the study done by Lwendo (2010) in Kenya, which found that there was a rise in HIV and AIDS cases among pupils because teachers did not take time to do the sensitization, hence it became a management challenge. Because of this dissimilarity the present study filled in this gap in knowledge.

Furthermore, with regard to cooperation through payment of user fees for tuition this study found that parents cooperated even though at times the military authorities would be used to collect on behalf of the school, since most parents were military, hence the school managers would easily report to the Director of Education in The Army and he would in turn inform the Director of Finance at Army to directly deduct from the parent's salaries' whom are Military. This was

not in consistency with Inungu (2002) in Kenya where parents were not being cooperative in terms of payment of school fees and this made a huge challenge on the management of schools.

Other than the dissimilarities mentioned showing an addition of knowledge through dissimilarity there were also new things that were recorded by this study, which were unique only to this present study and not found in other studies. These could not be constructed as they were unique only to this study. It was found that deputy school managers in the military aided school gave school managers problems through siding with civilian teachers deliberately to make the school manager who was military fail to manage the school. It was also found that in one institution there was divided loyalty; some were loyal to the school manager because they were from the same Ministry and others were loyal to the deputy school manager because of links to the same Ministry. These issues just like the already recorded dissimilarities are an addition in knowledge. What is learnt from school managers in dual management is that there are management challenges in some areas while in other areas there are no challenges, hence deliberate policies need to be put in place to avoid those areas where challenges have been found.

5.2 School Managers' Coping Strategies

This study shows that school managers in dual management have ways of coping when it comes to management challenges. The evidence from this study shows that the main problem that the school managers had was striking a balance between military and civilian authorities in terms of who to attend too. There was also sufficient evidence that they had challenges from both military and civilian teachers and ways of coping were recorded with these challenges. There was sufficient evidence that school managers when called upon to attend a meeting at the same time would first begin with the military before going to the civilian authorities meeting at District Education Board Secretary level as a way of coping. School managers as a way of coping with military teachers' problems would call them and tell them to stop giving the deputy school manager and head of department problems. They would do this in the presence of senior Military personnel to the one being cautioned. Where possible a warning certificate signed. The same was done to civilian teachers but not reporting them to higher authorities that also on with the issue of deputy school managers. All the evidence with regard to objective two was elicited from the participants using in-depth interviews in order to have an in-depth understanding of the issues at hand.

Having clearly established the problems that school managers in military aided schools in particular Arakan Barracks faced, we are now expected to discuss what the findings mean. Furthermore after discussing what the findings mean it is expected that they are contextualised with what other studies have said concerning the subject matter, whether it is global, regional or local level. There were both similarities and dissimilarities with other studies in that respect.

Patterson (2012) conducted a study from selected schools in Kansas, USA in which he found coping mechanisms from school managers. He found that managers that had deputy school managers and teachers offending would be called, talked to and warned. Further this was done in the presence of another person. He also found that records were kept of written offences. Patterson's study was in the same line of thought as Bhandari (2008) in India in New Delhi at global level. Further it was also similar with a study by Nthenya (2012) conducted in Kenya Nzau District at regional level which found that teachers who were offenders were cautioned. The findings were the same because other than being in military management of schools, was similar in terms of characteristic with those done in other studies in schools at global level.

When we further relate the present study with other studies globally, regionally and locally we can also come up with dissimilarities other than the already mentioned similarities. Patterson, (2012) in his study of some selected schools in the USA in

particular, Kansas found that school managers and teachers who passed management challenges mentioned in literature by reporting them to district authorities, this study found out to the contrary that school managers never reported to the civilian authorities as a way to cope. This may have been because they looked at their military status, hence not reporting to a civilian but just share with other Military Officers as a way to cope.

Other than the dissimilarities in findings showing addition of knowledge and the gap being filled-in there were also unique findings related to this study not captured from reviewed literature which could neither be compared or contrasted for dissimilarity but somehow different, hence the addition of knowledge. It was found that due to the dual nature when it came to meetings called at the same time they would begin with the military authorities' call before attending to the civilian authorities in order to strike a balance. This was so because the appointing authorities were the military authorities - a situation which was different from most of the studies at global level because their only had one appointing authority to report to. These aforementioned just like the already recorded dissimilarity are an addition to knowledge.

Further in line with the objective on how school management cope with problems in military aided schools; a theoretical framework was used to test whether the assumptions would fit or would not fit in this study. The theoretical framework that was used in this study was compounded by Folkman and Lazarous (1980). The duo looked at three categories of coping mechanisms which were (1) problem focused coping mechanism (this one agreed with this study in that it involves calling the offender to stop what he or she is doing in front of a witness. (2) Social support coping mechanism (this one agreed with this study in that it involved confiding in a person in the same predicament through sharing (this was done also by this study where military school managers shared their problems with other school managers.) (3) Emotional coping mechanisms however did not fit in this study, because nothing was recorded like avoiding one that had committed an offence from the study.

5.3 Regulatory Measures For Addressing Challenges

Arising from the interviews there was sufficient evidence from the military school managers which showed that there was no unified regulatory measure that was written by both civilian and military authorities. However, the evidence only showed there was one written by the military authorities just showing how to manage the schools. Arising from the interviews with the military authorities at Army Headquarters it was found that there was no regulatory measure other than

the one that the Administration Branch had put in place to guide the management of Military Aided Schools. The local authorities had regulatory measures on how to avoid management problems which were general to all schools in the country, but lacked the unified one to govern the military institutions so as to avoid management challenges faced by school managers. All the evidence was elicited from the participants using in-depth interviews in order to have an in-depth understanding of the problem at hand.

It was established that differential acts that is Cap 106 from the military and Cap 234 of the ministry of education caused various managerial challenges in the management of military aided schools. It was further found that the memorandum of understanding (MOU) where the military appointed school managers brought managerial challenges regarding to the deputy school managers who usually fail to accept the school managers. It was also established that one of the management challenges experienced by school managers from civilian teachers who fail to administer class exercises to enhance assimilation in the pupils due to reasons are best known to themselves.

The study looked at the school manager's experiences in military aided schools on whether regulatory measures were there for schools, in particular, Arakan Barracks. There are similarities with other studies at global, regional and local levels on the issues under study. There are also dissimilarities with other studies at global, regional and local levels. The dissimilarities entail that a gap in knowledge has been filled in. There is also a possibility on the dissimilarity to come up with something that has not been recorded in the literature but only unique to this study meaning what we did not know that we have now known. This implies an addition to knowledge that already exists. In this study there were both similarities and dissimilarities. Additionally there was also on dissimilarities, what we did not know that has been known now.

A study at global level by UNESCO (2001) stated that all nations that were affiliated to the United Nations were to adhere to written instructions on the effective management of schools worldwide. This line of thought is consistent with the responses from the District Authorities representing the Ministry of General Education participants. This due to the fact that they had regulatory measures which were issued to every school showing how they should operate to avoid management problems.

A study at global level done by a scholar Davies (2003) found that all schools were answerable to one Ministry under whose written instructions and regulatory

measures day to day operations were done. This was done for smooth management purposes just like in other Ministries other than Education. However to the contrary, the findings of this study indicate dissimilarity in that not places are only answerable to one Ministry. This revealed that school managers did not only have been answerable to the Ministry of General Education but was also answerable to the Ministry of Defence who happened to be the appointing authorities for the school managers. This was a dissimilarity, hence an addition to the knowledge. One of the issues which caused management problems was as a result of the situation where a school manager was answerable to two Ministries, hence the need for unified instruction.

The study Davies (2003) also found out that instructions to school managers came from one Ministry in line with instructions or regulatory measures from UNESCO. However, to the contrary a sharp contrast was recorded from this study in which it was discovered that instructions also came from the Ministry of Defence through the Army. UNESCO (2001) echoed the same sentiments as Davies (2003), hence showing a dissimilarity also with the present study.

This study was unique in that it looked at schools which were answerable to two Ministries, namely Defence and General Education. From the responses of the major participants who were military, it was found that there was no written

regulatory measure. This meant that this was an addition to the body of knowledge in dual management of schools.

5.4 Summary

This chapter discussed the findings of the study according to the research objectives. The military school managers' experiences of management challenges in military aided schools from Arakan Barracks were not taken care of when it came to a unified regulatory measure which was not there. The next chapter presents the conclusion and recommendation of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

Having contextualized this study with other studies at global, regional and local levels, this chapter will give the conclusion and recommendations.

6.2 Conclusion

As a way of summing up, the findings of this study will avail information to stakeholders which would assist in the formulation of policies. This comes in the wake of the dual management challenges and experiences of school, army and education authorities in military aided schools of Arakan barracks in Lusaka. The conclusion drawn is based on the experiences of school, Army and Education Authorities at local level in the military aided schools of Arakan Barracks in Lusaka.

School managers had a way of coping with regard to management challenges related to deputy school managers who were civilian, civilian teachers, military authorities and civilian authorities at District Education Board Secretary (DEBS) office.

The school managers had management problems related to military authorities who were also their appointing authorities and in coping they would quickly give

precedence to the military authorities and then later excuse themselves to also attend to the civilian authorities. However, only a few school managers gave precedence to the civilian authorities as a way to cope.

The school managers did not have a unified regulatory instruction on the management of military aided school with that of the civilian authorities. A further support to the school managers was the Military Authorities at Army Headquarters stated that there was no unified regulatory measure but just an instruction drawn by the military without the input of civilian authorities. The civilian authorities at the District Education Board Secretary (DEBS) also said they only had one regulatory measure which governed all schools in the country uniformly but did not have a common regulatory measure with the military authority concerning management of the military aided schools in terms of the dual management.

6.3 Recommendations

In view of the important role that the school managers play in military aided schools and the management of these schools, it is important to solve the problem of dual management. The recommendations from this study are:

1. There is a need to come up with a unified discipline code common to both military and civilian teaching staff for effective school management system in the military aided schools.

2. There is a need of having coping mechanisms that are common to government school managers by ensuring unification of teaching and managing ethics of schools.
3. There is a need of regulatory measures which would empower both the military and the civilian authorities to have equal authority over each other.
4. The Army and Ministry of Education should come up with a unified approach to guide the management for both military and civilian authorities.

6.4 Recommendation for future research

Since the study was purely qualitative, involving face to face interviews with participants the next researcher should consider using triangulation methods (mixed methods) which involve the usage of both quantitative and qualitative paradigms. This will increase the sample size of the study hence filling the gap of conducting a small study involving a small sample size. Manager and the civilian deputy school manager among all teaching staff.

6.5 Summary

This chapter presents conclusions and recommendations based on the findings discussed in the previous chapter. The overall conclusion of the study is that, managers in military aided schools had many challenges, with regard to the civilian teachers, military and civil authorities. In a way of coping with these challenges, the school managers had their own ways of coping as discussed in the study. The

information in the study will help the stakeholders in formulating policies that will see to it that the challenges of managing these aided schools is solved and some regulatory measures are put in place.

It is hoped that both the military and civilian authorities under the Ministries of Education and Defence will take seriously the findings and recommendations in order to avoid the management challenges. This is because measures that will be put in place will not only better the Zambia Army aided schools but even other similar institutions.

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APPENDIX 1

INFORMED CONSENT FORM

Dear participants,

This serves to give you an understanding of the research and procedures that will be followed.

Similar information in this form will be read to you alongside the questions with regard to each objective and its research instrument.

Further the implications for your participation are explained below, finally you are asked to sign this form to indicate that you have agreed to participate in this exercise.

Thanking you in advance.

1. Description

This is an educational research; the researcher is a student at the University of Zambia pursuing a Master of Education Administration and management.

This research is a major requirement for the researcher to complete this program. Therefore this study is purely academic.

2. Purpose

The researcher wishes to understand the experiences of the impact of dual management in the running of military aided school: a case study of Arakan Barrack schools in Lusaka.

Consent

Participation in the exercise is voluntary. You are free to decline to participate in this exercise.

3. **Confidentiality**

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

It is against this background that participants will only be identified through a number and not by name.

4. **Rights of participants**

All efforts will be taken to ensure that the rights of participants as per research ethics are protected and respected. Participants are assured that they are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

5. **Declaration of Consent**

I have read and fully understand this document.

I have agreed to participate in this study.

Participant number

Signature

Date:

APPENDIX 2

IN-DEPTH INTERVIEW GUIDE TO DUAL MANAGEMENT AND EXPERIENCES OF SCHOOL, ARMY AND CIVILIAN EDUCATION AUTHORITIES: A CASE OF ARAKAN BARRACK SCHOOLS IN LUSAKA

INTRODUCTION

Dear Participants,

My names are Nchimunya Siamwiza and I am a University of Zambia student pursuing a Master of Educational Administration and Management. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice.

As a topic of choice, dual management and experiences of school, Army and Civilian Education Authorities: a case of Arakan Barracks schools in Lusaka.

In addition information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

OBJECTIVE 1

1. How long have you been associated with the management of Arakan schools as a military aided school?
2. Do you think the school has managerial challenges in military aided schools?

APPENDIX 3

INTRODUCTION

Dear Participants,

My names are Nchimunya Siamwiza and I am a University of Zambia student pursuing a Master of Educational Administration and Management. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice.

As a topic of choice, dual management and experiences of school, Army and Civilian Education Authorities: a case of Arakan Barracks schools in Lusaka.

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Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

OBJECTIVE 2

1. What coping mechanism do you use in the face of management challenges of reporting both to military and civilian administration?

APPENDIX 4

INTRODUCTION

Dear Participants,

My names are Nchimunya Siamwiza and I am a University of Zambia student pursuing a Master of Educational Administration and Management. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice.

As a topic of choice, dual management and experiences of school, Army and Civilian Education Authorities: a case of Arakan Barracks schools in Lusaka.

In addition information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out any time.

I would appreciate if you could spare some time to answer some questions because your participation is highly valued.

OBJECTIVE 3

1. Do u have any regulatory measures that you have put in place to curb the management challenges in your school as a head teacher?
2. Do u have any regulatory measures that you have put in place to curb the dual management challenges in military aided schools as the military authorities?
3. Do u have any regulatory measures that you have put in place to curb the dual management challenges in military aided schools as the District Education Board Office?

