

KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

EVALUATION OF THE EFFECTS OF KENYA DEFENCE FORCES DEPLOYMENT ON  
PSYCHOSOCIAL WELL-BEING OF THEIR FAMILIES IN NAIROBI COUNTY

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## DECLARATION

This project is my original work and has not been presented for a degree in any other university or for any other award.

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## **DEDICATION**

I dedicate this research project to my wife- Margaret Nambuye Mauka without whose strength and determination to see me through course work this would not have been possible. I also dedicate it to my children Brian, Rebecca, Sarah, and Esther for their moral support.

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I also wish to express my gratitude to the staff at Moi Airbase, Langata Barracks, and Department of Defense that spared their invaluable time to provide the information required for the successful completion of this study.

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## ABSTRACT

Military personnel worldwide Kenya included are engaged in long and protracted operations in faraway places from home. During such deployments, physical separation, poor communication, loneliness, confusion, uncertainty, temptation, rumors, financial problems including risk of injury and death take place thereby affecting the psychosocial well-being of families that are left at home. The purpose of this study was to investigate the effect of Kenya Defense Forces military deployment on the psychosocial wellbeing of their families during the absence of their spouses in Nairobi City County. The study was guided by the specific objectives which sought to: determine the effect of military deployment on psychological wellbeing of the families; establish the effects of military deployment on social wellbeing of their families; explore the effects of the deployment on academic performance of their children; find out the coping mechanisms adopted by the families; and establish possible measures to mitigate against negative effects of deployment on psychosocial wellbeing of the families in Nairobi City County. The study was premised on Family Stability Theory, as the theoretical underpinning. The study adopted a cross sectional survey research design employing both qualitative and quantitative methods. The study targeted a population of 3000 families of military personnel deployed in conflict and peace keeping missions around the world residing in Nairobi City County. The study employed snowballing, stratified random, and convenience sampling to select 61 participants. Questionnaires was the main instrument of data collection for the respondents. The quantitative data was edited, coded, classified on the basis of similarity and then analyzed using Statistical Packages for Social Sciences (SPSS) version 22.0 software, whereas qualitative data was categorized thematically and presented through narration. The findings were presented by way of frequency distributions, percentages, means and standard deviation. The findings established that the psychological wellbeing of the respondents was affected as shown by 82% were overwhelmed by uncertainty feelings upon deployment of their spouses; 80.3% of the respondents experienced social loneliness and sleepless nights; 70.5% had deterioration of academic performance; as 50.8% service personnel resorted to multitasking; and 83.6% proposed counseling as mitigating measures. Overall, the study findings show that there was negative psychological effect with 93.4%. The study concluded that military deployment has a negative effect on the psychological wellbeing of the families left behind leading to prayers, counseling and other measures to mitigate against negative effects of deployment of the military personnel. The study recommended families be provided with regular counseling, financial support, and communication between military personnel. The study suggested that further exploratory study should be done to establish the influence of spirituality on psychological wellbeing of families of deployed soldiers.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AMISOM</b>	African Mission in Somalia
<b>CAR</b>	Central African Republic
<b>CAU</b>	Camp Administration Unit
<b>DRC</b>	Democratic Republic Of Congo
<b>KDF</b>	Kenya Defence Forces
<b>LRA</b>	Lord's Resistance Army
<b>MAB</b>	Moi Air Base
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>PTSD</b>	Post Traumatic Stress Disorder
<b>RTF</b>	Regional Task Force
<b>SPSS</b>	Statistical Package for Social Science
<b>UN</b>	United Nation
<b>UN – AU</b>	United Nation / African Union

## DEFINITION OF TERMS

**Deployment:** Refers to any assignment away from home, whether it is overseas or local during peacetime or wartime.

**Military Family:** Refers to a spouse and children of serving members of KDF.

**Family stability:** Refers to consistency and predictability of routine and overall well-being within a family environment.

**Psycho Social:** Refers to issues such as anxiety, depression, stress, financial, marriage, academics and others in the lives of the left behind families.

**Well-being:** Refers to good health, stability, welfare, happiness and prosperity in a family.

**Post-traumatic stress disorder (PTSD):** Refers to anxiety disorder that emerges following a psychologically distressing, traumatic event such as a natural disaster, a bad accident, war or rape.

**Geographic mobility:** Refers to relocation of military families to new places as a result of a service member's deployment.

**Physical separation:** Refers to a situation where family members such as wife and husband reside in different locations due to military deployment.

**Service member:** Refers to an active member of KDF.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

This study sought to evaluate the effect of military deployment on the psychosocial well-being of families left behind. This introduction chapter covers the background of the study, statement of the problem, purpose of the study, research objectives and research questions, significance of the study, scope of the study, assumptions and limitations of the study.

Due to prevailing volatile security situation around the world and the ever changing military technologies, members of the military cannot avoid deployment tours away from home for purposes of operations, peace keeping or training to acquire new knowledge (Adebayo, 2011). For these reasons, military personnel worldwide operate under unfamiliar environments away from their homes which may turn out to be a major source of stress in their lives including their families. Families are left back at home on their own over long periods of time while spouses get engaged in either training or protracted conflicts in faraway places around the world. Ahere (2015) notes that military personnel have been and still some are engaged in training, war conflicts and peace keeping missions in different parts of the world including Africa, Middle East, Eastern Europe and South East Asia.

Deployment is defined as any assignment away from soldier's home, be it overseas or in homeland areas during peacetime or wartime (Cobb, 2009). While in concept terms, military deployment can be conceptualized in several different ways, for example in terms of purpose, a force may be deployed for training, for peace keeping or for combat (Castro, 2006). For instance, Kenya Defense Forces (KDF) have taken part in various peace keeping missions around the world including Africa, Middle East, South East Asia and Eastern Europe (Ahere, 2015). For combat purpose, KDF was recently deployed in Somalia leaving their families back at home.

Before World War II (WW II), most military services constituted single men. However, after WW II, military service has changed from 'single man' Army to 'married man's Army (Hunter, 1977). In America for example, over the last two

decades, three-fourths of all active service and reserve members have families (Black, 1993). That is nearly the same case in many militaries of the world today. This implies that deployment today does not only affect the deployed service personnel as it was before WW II but their family members too. Yet due to increased insecurity and characteristics of globalization, military men are likely to serve in faraway places more frequently than before (Black, 1993).

After WW II, America deployed and still is deploying her troops away from home including Vietnam, Korea, and Somalia and now in Iraq and Afghanistan (Ahere, 2015). France on the other hand, deployed troops in former Yugoslavia and now in Africa. United Kingdom (UK) has over time deployed troops in different parts of the world far away from home. Russian did the same by deploying troops in former Yugoslavia including Kosovo (Friedman, 2007). Deploying forces away from home is characterized by separation from families which could result in the form of emotional destabilization, disorganization, sadness, loneliness, numbness, depression, anger, anxiety, sleep disturbance, health complaints and added family responsibilities (Christenson & Adler, 2001). All these could affect the psychological wellbeing of family members.

In Africa, military personnel fighting the apartheid regime spent many years away from their families. Ugandan soldiers have spent years battling rebels in the North of the country and now on peace keeping mission in Somalia together with other African peace keepers (Ahere, 2015). Rwandan troops too are deployed away from home on peace keeping mission in Somalia Adebayo, (2011) and along the common border with DRC Congo battling rebels fighting the government. Invariably, deployment brings about separation between family members and their deployed spouses which could become a source of stress and depression in most families. In a study by (Pincus & House, 2001) families were found to experience anxiety and protests due to uncertainty of the future followed by emotional detachment.

In a study by Ahere, (2015) Kenya Defence Forces (KDF) personnel have participated in various peace keeping missions since 1980 to date. They have been deployed in Chad, Zimbabwe, Namibia, Democratic Republic of the Congo (DRC), Morocco, Iran, Kuwait, East Timor and former Yugoslavia. Currently KDF soldiers are

involved in live operations in Somalia and ongoing peace keeping missions in Sudan, Eritrea and DRC Congo.

Deployment could also be conceptualized in terms of duration. Families' response to shorter duration may differ from response to longer durations consequently varying in impact on their psychosocial well-being (Israel, 2010). Conceptualizing deployment in this manner may be vital in understanding its implications and potential effects on family outcomes at every stage of deployment. In understanding deployment (Wiens & Boss, 2006) conceptualized the term in five stages: Predeployment, deployment, sustainment, redeployment and post deployment stages discussed in more details in chapter two.

All the five stages have psychological effects that could have far reaching consequences on the family (Israel, 2010). For example uncertainty at redeployment could cause anxiety that may put the family in constant worry while the deployment stage may lead to role overload that could have negative impact on the health of the family. The tension associated with the reversal of roles at the return of the family member may also contribute to poor relationships in the family. Deployment of military personnel takes place in most countries of the world. What is not clear is whether the same stages are experienced in developing countries like Kenya since few studies have been conducted which could confirm the same stages are experienced. There is therefore need for a study to establish the psychological effects of deployment on families of deployed KDF personnel.

Most studies that discuss military deployment have been conducted in developed countries such as America, Britain, France and others unlike in developing countries such as Kenya. Hoge, Castro & Messer, (2004) presented cross-sectional descriptive data as part of the first phase of a longitudinal study designed to examine mental health outcomes of over 5,000 service members deployed to Iraq and Afghanistan from 2003 to 2004. They found significant post deployment increases in percentage of individuals who met screening criteria for symptoms of depression, anxiety, posttraumatic stress symptoms (PTSS) and posttraumatic stress disorder (PTSD). However, this study did not examine the effect of Post-deployment on the families of serving members. Yet the question as to whether some families of the deployed soldiers could be affected in the same way has not been explored in previous studies.



Grieger, Cozza, Hoge, Martinez, Engel & Wain, (2006) examined predictors of PTSD and depression in a sample of 613 severely injured army soldiers. It was found that married soldiers were 3.1 times more likely than single soldiers to meet PTSD criteria and 2.7 times more likely to meet criteria for depression at one month after injury. This is an indication that physical separation from their families as a result of deployment has an effect on their psychological well-being. However, it was unclear how KDF family members could be affected by the same physical separation which is part of the investigation in this study.

In one recent report, it was found that soldiers who were deployed three or four times were at an increased risk for behavioral health problems including anxiety, depression, alcohol use, and acute stress (US Army Surgeon General, 2008). An examination of the literature (US Army Surgeon General, 2008) on the effect of deployment on children reveals that maltreatment, academic challenges, mental health and behavior change are prevalent.

Gibbs (2007) utilized US Army Central registry database to examine relationship between deployment and substantiated incidents of maltreatment of the children of deployed personnel. A total of 1,771 families were identified as having both deployed soldiers and an incident of substantiated child maltreatment. The researchers found out that overall child maltreatment was 42% greater during deployment than during non-deployment period. Further, it was found that the rate of neglect nearly doubled during deployment. This study focused on one aspect that is child maltreatment of deployed soldiers. However, it is possible that there could be other psychological effects of deployment on different family members especially the spouses. Lyle (2006) similarly found that deployment was associated with lower test scores, with largest effects affecting children who were young and especially from single female parents.

On the effect of deployment on spouses, Ender (2006) noted several potential risk factors commonly experienced by military families. They included physical separation, risk of injury, death to service member, geographical mobility, and normative constraints of military life. However, the study is limited to establishing the psychosocial wellbeing of the spouses. Further, with regard to deployment, Wiens and Boss (2006) indicate those families with no unit affiliation as well as young and

inexperienced stand at higher risk of suffering the effects of deployment. The risks may not emanate from the military but probably from social sphere such as lower income and inexperience in dealing with life stressors which arise as a consequence of deployment.

However, in spite of all the challenges associated with deployment, it has been noted that military families are generally resilient. Palmer (2008) noted several military family resiliency factors that include comprehensive health care system, education, consistent employment, legal assistance and host of organizations specifically created to provide support to families contributed to resiliency. Such factors assist families in their resiliency to challenges arising from military deployment.

Although findings from previous studies may inform us on the effects of military deployment in general, inferences from past research may not be generalized to the current global conflicts or sufficiently account for the unique characteristics of today's military families (Sheppard, Malatras, & Israel, 2010). There is need therefore for further research on the extent of the effects of military deployment especially on deployed KDF service personnel families.

In view of the above, this research sought to evaluate the effects of deployment on the family members of deployed KDF service personnel at each stage of deployment with a view to establishing mitigating strategies for use by policy makers and managers of future similar assignments.

## **1.2 Statement of the Problem**

The general problem that affects the left behind families during deployment is the absence of a spouse or a parent. The absence of a spouse or a parent invariably affects the psychosocial wellbeing of left behind families irrespective of whether they were informed in advance or at short notice of the impending deployment. Kenya military families, just like other military families elsewhere in the world, experience long absence or separation from their spouses who serve in faraway places from home. For example, several KDF personnel have served in missions abroad that lasted over a year particularly in Africa, Middle East, Eastern Europe, South East Asia and others areas leaving families behind. Such military deployment may have major effects on the psychosocial wellbeing of the families due to the absence of a spouse or a parent.

As deployment outside the country continues, few studies have been conducted to establish the effects of deployment on the psychosocial wellbeing of left behind families. Moreover, studies including Dimah (2012); Adebayo (2013); Betancourt, Meyers-Ohki, Charrow, & Tol (2013); Cheboi (2013); Nicosia, Wong, Shier, Massachi, & Datar (2017); and Jones, & Hanley (2017) conducted in regard to psychological effects of troops participating in foreign military operations, thereby falling short of addressing effect of KDF military deployment on the psychosocial wellbeing of their families in Nairobi City County. Against this backdrop, this study sought to fill this gap by evaluating the effects of deployment on the psychosocial wellbeing of left behind families at different stages of deployment in the absence of their spouses or parents.

### **1.3 Purpose of the Study**

The purpose of this study was to evaluate the effect of KDF military deployment on the psychosocial wellbeing of their families in Nairobi County during the absence of their spouses with a view to finding measures to mitigate the effects.

### **1.4 Objectives of the Study**

The main objective of the study was to evaluate the effect of military deployment on the psychosocial wellbeing of the families left behind.

The study was guided by the following specific objectives:

1. To determine the effects of military deployment on psychological wellbeing of their families during periods of deployment.
2. To find out the effects of military deployment on social wellbeing of their families during periods of deployment.
3. To explore the effects of military deployment on the academic performance of their children during periods of deployment.
4. To find out the coping mechanisms adopted by the families of deployed service personnel during periods of deployment.
5. To establish possible measures that may be put in place to mitigate negative effects of deployment on psychosocial wellbeing of families during periods of deployment.

## **1.5 Research Questions**

The study was guided by the following research questions:

1. What are the effects of military deployment on psychological well-being of the families left behind during the periods of deployment?
2. What are the effects of military deployment on social well-being of the families left behind during the periods of deployment?
3. What are the effects of military deployment on the academic performance of the children during the periods of deployment?
4. What coping mechanism do families adopt to mitigate the effects of military deployment during the absence of spouses?
5. What possible measures should be put in place to mitigate negative effects of military deployment on psychosocial wellbeing of families during periods of deployment?

## **1.6 Justification and Significance of the Study**

The rise in the number of armed conflicts across the world has increased the need for peacekeeping operations where thousands of military troops are sent abroad in droves to keep peace. However, the deployments have a negative influence on the families left behind including the mothers, wives, children and other relatives, who fail to cope with the psychosocial impact of separation. This is predicated on the fact that the family members left behind by the deployed soldiers cannot comprehend the dangers associated with deployments and only get exposed to titbit opinions about war from peers and news media. As such, the study was justified because it might highlight the negative aspects deployment of military personnel have on the psychosocial wellbeing of the families left behind during deployment.

The study was significant in that; the findings of this study would be useful in ameliorating the effect of military deployment on left behind families in future assignments. Further, the findings would be useful to KDF management and policy makers in planning deployments with reduced stress as they address the effects of deployment on families' psychosocial wellbeing. In addition, such findings would be useful to families in developing resiliency towards the effects of deployment. Finally,

it is hoped the study would provoke intellectual discussion and attract further research on how to conduct deployment operations with minimal stress.

### **1.7 Scope and Limitation of the Study**

The study was conducted on families of KDF personnel residing in Nairobi County (Langata barracks and Moi Air Base) who are currently serving in conflict areas. It also included families of service personnel who had served in similar operations before. The selected families formed the target population from which data was collected. Further, the study was confined to the measurement of the effects of deployment on psychological and social well-being of families that included children's academic performance.

The findings of the study were limited to the chosen sample from families of service members of KDF residing in Nairobi County. Caution was taken against generalizing findings to be the true representative of all families of service members who served and who are still serving. This was due to differentials in socioeconomic status and value systems of the entire family members of KDF. Likert scale was used in the survey due to its appropriateness. Further, due to scattered sample population in Nairobi County, the ideal research instrument was a questionnaire. However, the instrument had several shortcomings that included limitation in its application, low response rate, lacked opportunity for clarification on unclear issues but it still remained an ideal instrument in this research.

### **1.8 Assumptions**

As the study sought to investigate the effects of military deployment on the psychological and social well-being of left behind families, the researcher assumed:

1. That the respondents of the survey will give honest information about the effects of deployment on their psychosocial wellbeing.
2. That military deployment affected psychological and sociological wellbeing of the families of the deployed military personnel
3. That military deployment affected academic performance of the children of deployed military personnel.

4. That the families had adopted some coping mechanisms during the absence of their spouses.
5. That there were possible mitigating strategies to address effects of deployment on left behind families.
6. That there will be no variance in results between the sample population and the un-surveyed population.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

The purpose of this study was to evaluate the effects of military deployment on psychosocial wellbeing of KDF families in Nairobi with an aim of finding out measures to mitigate the effects of deployment on the psychosocial well-being of families during periods of deployment.

In this chapter, the researcher describes the theoretical framework that helped in guiding the study. Further, the researcher reviewed the literature on the effects of military deployment on the psychosocial well-being of families left behind. Further, the researcher summarizes the literature review, theoretical framework and finally presents conceptual frame work that was used in the study.

#### **2.2 Theoretical Framework**

Family stability theory is a conceptual model for understanding the effects of deployment on military families (Palmer, 2008). It refers to the consistency and predictability of routines within a family environment. Deployment may be one of those interferences that may challenge the stability of a family especially the remaining parent's ability to maintain normal family activities after the departure of a spouse. Further, according to the theory, family stability is interfered with in different ways at various stages of the deployment process which encompasses pre-deployment, deployment, sustainment, redeployment and post deployment stages.

Deployment as an inevitable activity in a military man or woman's service life, it has the potential of impacting either negatively or positively on family stability and may manifest in terms of stress, anxiety, anger, lack of consistency in routine and poor academic performance of children in schools. To contain such effects, families may get involved in extra social activities that tend to occupy them during their free time. Families may also get involved in other activities such as enrolling in short courses, community services and maintenance of household routines in response to such major

life changer (deployment). All these and others may serve as a buffer to stressors associated with military deployment (Sokolowski & Israel, 2008).

### **Relationship between Family stability theory and deployment stages**

Using the stages of deployment theory as described by Pincus, House, Christenson, and Adler (2001), one may notice that each stage of deployment can affect a family's stability differently. Further, the theory speculates on different ways in which family stability theory and stages of deployment may be related as described in details below.

**Pre-deployment stage versus family stability theory:** At the beginning of this stage an initial shock which is a powerful surge of intense affect is followed by emotional numbness is sometimes experienced by the affected families (Peebles-Kleiger & Kliger, 1994). Communication between the spouses may be seriously affected due to shock arising from the imagination of separation. However, communication should be maintained in the family in spite of the impending deployment. The stage is characterized by psychosocial challenges such as irritability, depression, marital conflicts, withdrawal, sexual tension, despair, and hopelessness in some families as a consequence of the impending deployment (Logan, 1987). Although, such characteristics may not be generalized to all cultures, some sort of disruption in family stability as result of the impending deployment is usually experienced.

Families find pre-deployment stage particularly disruptive due to increased stress arising from uncertainty inherent in the period and unique challenges such as the likelihood of taking up new family roles. During this stage family stability is rated 2 out of 10 as indicated in figure 1 at page 12. The rating of 2 on stability scale at figure 1 is considered the lowest ever. This is attributed to uncertainties that accompany the thought of impending deployment. See figure 1.1 at page 12.

**Deployment stage versus family stability theory:** Logan (1987) in his emotional cycle of deployment suggests that, during deployment families go through emotional disorganization, recovery and eventually stabilization. New life and independence is established. The stage is further characterized by a series of changes in family environment that may disrupt established routines due to changed roles, loneliness, absence of a spouse, adjusting, worry, irritability, depression, aimlessness, sleep



disturbance, anger and guilt which directly lowers family stability to rating 3 out of 10 on stability scale as shown in figure 1 at page 12 (Pincus et al, 2001). The rating of 3 out of 10 is a little bit higher than deployment rating of 2 out of 10.

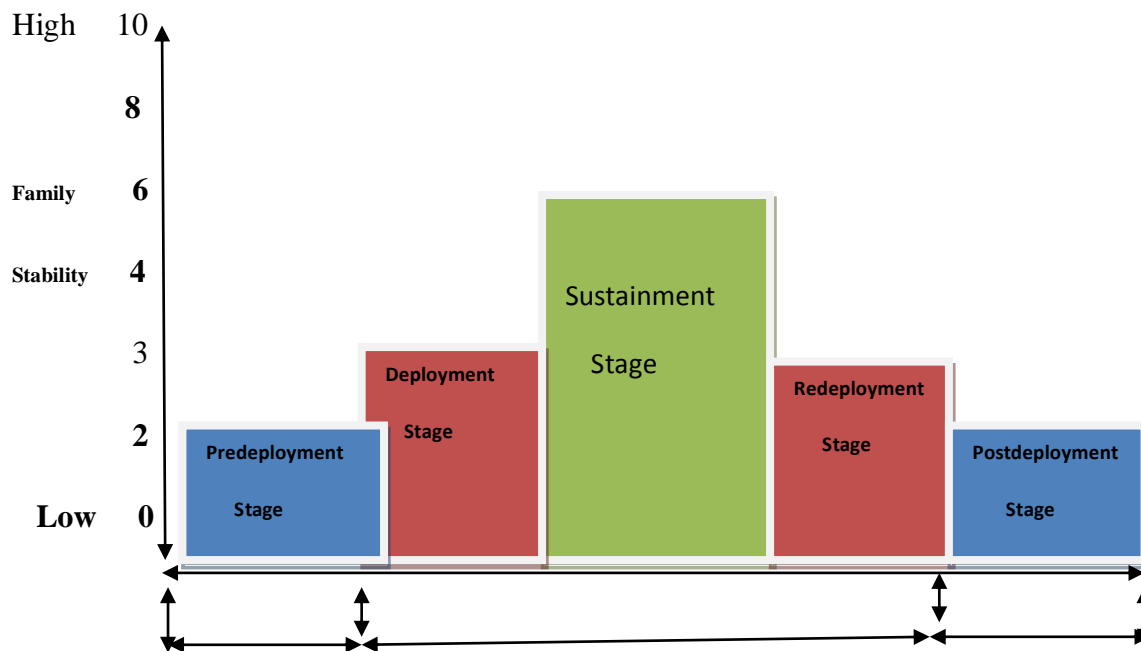
**Sustainment stage versus family stability theory:** This stage is characterized by high level of stability in families. The families appear stable because consistency and predictability in routine and environment is created to compensate for the absent spouse. It is theorized that at sustainment stage of deployment, family stability is at its best highest rating of 6 out of 10 as shown in figure 1 at page 12. Further, at this stage, families establish resiliency to deployment stressors, adapt other mitigating strategies that appear to help in maintaining high level of stability (Pincus et al, 2001). Nevertheless, the stage is not without challenges to some spouses especially wives. Researchers (Wexler & McGrath, 1991) found that wives experienced feelings such as loneliness (78%), sadness (65%), anxiety (56%), worry (74%), commitment (53%) of the respondents. Families experience aloneness during this stage. Boynton and Pearce (1978), stress that aloneness is a normal experience but it is quite aversive. At this stage, some families are resilient to stressors of deployment while others are affected by the same stressors. This study therefore seeks to establish why some families develop resiliency while others do not develop the resiliency in order to fill the existing knowledge gap.

**Re-deployment stage versus family stability theory:** This stage has similar challenges as those of deployment stage. It is characterized by a series of changes similar to those of deployment but this time the challenges are more in the reverse such as: changed roles (instead of taking up roles it is relinquishing roles), presence of a spouse and a parent: (instead of the absence of a spouse or a parent it is the presence of a spouse or a parent), adjusting: (instead of adjusting to a spouse's absence it is adjusting to a spouse's presence), worry (instead of worrying how to cope with the absence of a spouse, it is the worry of how to cope with his or her presence). The psychological implications may be noted at this stage too. They may include excitement, stress, depression, sleep disturbance, anger and guilt consciousness due to uncertainties of impending re-union with their spouses which lowers family stability to a rating of 3 out of 10 as shown in figure 1 at page 12 (Pincus et al, 2001). Although it is noted that challenges faced by families at this stage are in the reserve,

we are not sure whether all families experience the same effects. This uncertainty presents a knowledge gap which this study seeks to establish.

**Post-deployment stage versus family stability theory:** Just as Pre-deployment stage, Post –deployment stage may be characterized by psychosocial challenges that include anxiety, irritability, depression, marital conflicts, withdrawal and sexual tension in families as a consequence of the re-union with spouses who have been away. These psychosocial challenges adversely affect family stability and lower its rating from 6 to rating 2 as shown in figure 1 at page 12 (Logan, 1987). According to Pincus et al (2001), psychological and social challenges experienced by families during Pre-deployment stage are re-experienced at post-deployment stage due to interruption to established consistency and predictability in routines and environment. Although it is expected that family stability should be at its highest due to re-union of spouses, the opposite happens due to interruption to established routines, consistency and predictability which were established at sustainment stage. However, it is not all families that experience instability at post-deployment stage, some families experience stability at this stage. There is therefore, a variance in family stability at post-deployment stage. The explanation for this variance presents a knowledge gap which this study seeks to establish.

Although the stages may not come out explicitly as shown in figure 1 below, it is believed theoretically that every deployment takes a similar process. Therefore, the main purpose of this theory is to assist the researcher establish the effects of deployment on the psychosocial stability of KDF families at each stage of the deployment. Further, the stages show that families are psychologically and socially affected differently at each stage of the deployment period.



**Figure 1.1: Stages of Deployment**

Authors: Sheppard et al, (2010)

**Figure 1** above is about family stability during deployment period which is depicted on the **X-axis** verses deployment stages on the **Y-axis**. Pre-deployment and Post-deployment stages are at the lowest level of 2 on family stability scale. Deployment and Re-deployment stages are rated at level 3 on family stability scale while sustainment stage is rated highest at level 6 suggesting families are more settled at this stage with the absence of a spouse.

While the theory brings out the relationships between the effect of military deployment and the stability (well-being) of families at each stage of deployment and shows the deployment as a process with various stages and not an event, the researcher takes cognizance of the fact that African military deployment plans may not mirror the stages exactly as elaborated above but will help the researcher deal with the study problem exhaustively using the stages as described.

### 2.3 Review of Related Studies

In a study by Kane, (2006) on history of American military deployment since 1950 to the year 2000, 535,540 troops were deployed on foreign soil. However in 2005 alone, America deployed 386,000 troops in Afghanistan. This means that in 2005 alone, approximately 300,000 families of deployed service personnel were separated from their spouses due to deployment as highlighted in family stability theory. In a study

by Hansen, (2008) France has over 20,000 troops deployed on foreign soil. Out of the 20,000 deployed troops, 12,000 act as sovereign forces while the remaining 8,000 are part of peacekeeping operations under international or defense agreements. Most French deployments are deployed in Africa particularly in French-speaking African nations. Here again, approximately 20,000 families have been separated from their spouses due to military deployment (Bender, 2015).

In a study by Jowell, (2014) on Country Profile, Uganda's contributions to UN peacekeeping operations in the last 10 years has been minimal and mainly in the form of staff officers, police, prison officers and civilian experts since 2005. However, in 2007, Uganda became the first and a leading troop contributor to African Mission in Somalia (AMISOM). Since then, it has remained a main contributor with 6,000 troops deployed on AMISOM assignment. In addition, around 2,000 Ugandan soldiers, together with troops from South Sudan, Democratic Republic of the Congo (DRC) and Central African Republic (CAR) form part of a United Nations/African Union (UN-AU) Regional Task Force (RTF) targeting the Lord's Resistance Army (LRA) in the north of the country. The deployment therefore has (since 2005 to date) separated approximately 8,000 families from their spouses.

From the above studies of Kane, (2006) and Jowell, (2014) on military deployment, it is evident that thousands of military personnel have been deployed on various operations and peacekeeping missions in different parts of the world including Africa since 1950 to date. Invariably therefore, thousands of military families have been and some still are separated from their spouses due to deployment. This means that the psychosocial well-being of thousands of military families is continually affected or influenced by the effects of military deployment.

### **2.3.1 Effects of Military Deployment on Psychological Stability of Families**

In a study by Sheppard and colleagues, (2010) on the effect of military deployment on US military families, several issues were investigated including the effect of military deployment on psychological, social stability and academic performance of children especially at each stage of deployment. The findings revealed that military deployment adversely affected psychological stability of left behind families and the education of their children. In another study by (Rush, & Akos, 2007) on the effect of deployment on psychological stability, it was found that social stressors such as

mobility (families moved from one region to another due to deployment), trans-cultural experiences (continental movement of families), frequent parental absence, changing family roles also cause psychological problems such as anxiety, stress, depression, sleep disturbances, restlessness which in turn heighten problems in marital relationships and children education.

Further, the study revealed that military deployment did not only affect spouses and children left behind as has been shown at deployment stages, but also affected deployed service members as well. This is because, on screening returning service members, many were found to be having psychological symptoms of depression, anxiety and posttraumatic stress disorder (PTSD). This study is as far as how American military families react to deployment and does not cover how KDF military families would react to similar deployment. This therefore creates a knowledge gap which this study seeks to fill.

### **2.3.2 Effects of Military Deployment on Social Stability of Families**

Family stability refers to consistency and predictability of workable routines and overall wellbeing within a family system (Sokolowski & Israel, 2008). Family stability is a pre-requisite for a family that will survive the challenges of the deployment period. A stable family means a family in which there is happiness, trust, security and love such that roles and authority change with ease. According to Van Breda (1995), wives in such families establish independence and 'self-sufficiency' and that alone enhances coping strategies that counter negative challenges of deployment period. In a study by Rush and Akos (2007) on the effects of deployment on family social stability, it was found that social stressors such as mobility, trans-cultural experiences, frequent parental absence, changing family roles, and lack of structures and routine all become a part of their daily life. Looking at mobility as a stressor, military families move from place to place or from region to region. Such mobility does not occur once but frequently at different periods thereby disrupting family lifestyles and children's education. Trans-cultural experiences also cause stress as families move from continent to continent or within the country from one region to the other where they encounter cultural variations. Such type of lifestyle predisposes families to social problems such as poor family management due to changed roles, unpredictability in routines, cultural variations, sleep disturbances,

restlessness which in turn heighten problems in marital relationships and children education. The study however, did not cover how African military families in particular KDF families would react to such deployment. This is considered a knowledge gap which this study seeks to fill.

### **2.3.3 Effects of Military Deployment on Children's academic performance**

In a research by Huebner, Mancini, Wilcox, Grass (2007) on the effect of deployment on social aspect of children of deployed American service members, children were often found to be aware of the possibility of losing a parent due to injury or death. The thought of losing parents in combat coupled with other social stressors (mobility, trans-cultural experiences, frequent parental absence, changing family roles, lack of structures and routine) lead to a heightened state of uncertainty and lack of predictability in daily routine needed by families. Due to this, spouse and children develop psychological problems that include anxiety, stress, depression, sleeplessness, and bad dreams.

Gibbs et al (2007), on the impact of deployment on the education of children of US service members who were deployed in both Afghanistan and Iraq, revealed that there was a direct correlation between deployment and substantiated incidents of child mistreatment, neglect, poor academic performance, health and behavior changes. During deployment, child mistreatment, neglect, poor academic performance, health and behavior changes against children increase significantly because the "left behind parents" are overwhelmed by the absence of a spouse and due to new unfamiliar roles. Consequently, parenting roles especially of following up a child's education progress is overlooked.

Both spouse and children suffer psychological and social challenges which manifest in terms of disorganization, confusion, fear, anxiety, loneliness, uncertainty of the future which culminates into neglect of parenting roles and poor performance in education (Huebner et al, 2007). This research is as far as American children are concerned in reaction to absent parent. However, there is scarce information on the effects of military deployment on education performance of Kenyan children. This is another knowledge gap which this study aims at filling by finding out the effects of deployment on education performance of the children of deployed KDF soldiers.

According to Gibbs, Martin, Kupper, Johnson, (2007), as parents neglect their parenting roles, some children exploit the opportunities presented by the absent parent by joining wrong groups and learn new ways of behavior that may lead to drug abuse. While some children do not quite understand why their parents are away from home others who are mature enough follow operation events in deployment areas through media and fear that their parents might never come back (Gibbs et al, 2007). Coupled with the absence of a parent from home and information gathered from peers at school (which could be rumors) children develop new behavior patterns, anxiety, stress, depression, sleeplessness, restlessness and uncertainty feelings which in turn adversely affect their academic performance (Gibbs et al, 2007).

Engel, Gallagher, and Lyle (2010) noted that poor performance was associated with longer periods of deployment due to extended periods of freedom to children. They also noted deployment was associated with lower test scores with largest effects seen for children who were young and were from single parent homes or who had mothers deployed as service members. Again the findings are as far as American children are concerned. What is not known is whether Kenyan children could react in similar manner about deployment of their parents. This is considered a knowledge gap in Kenyan context which this study seeks to fill.

#### **2.3.4 How Families Cope in the Face of Military Deployment**

According to Black (1993), it was found that, the attitude and behavior of the left behind parent had a direct influence on how far the child will be affected by deployment. Children tend to handle the situation better when the remaining parent shows positive attitude during the deployment period. Further, some military leadership provided different types of social support systems for families during deployment periods. These included timely information about deployment, relocations to suitable areas, formation of support groups, involvement in church activities and counseling sessions. Such have been known to reduce social stressors activities (Orthner & Bowen, 1990).

There was also an increase in camp based support services by including “left behind families” in various activities such as businesses and education especially to those found to be most vulnerable (Orthner & Bowen, 1990). The foregoing strategies may not necessarily be the way Kenyan left behind families cope with life in the face of

military deployment. It is for this reason that this study seeks to evaluate the coping mechanisms adopted by left behind families of deployed KDF soldiers.

### **2.3.5 Mitigating Strategies for Families on the Effects of Military Deployment**

From Literature review and search, to mitigate effects of military deployment, some military managements begun providing various social support for families during deployment periods, timely information about deployment, relocations to suitable areas, establishing support groups, involvement in church activities and counseling sessions (Orthner & Bowen, 1990). This helps family members to become closer and potentially lean on each other for support while spouses are away. The military started programs to help teach families with coping skills, effective relationship practices, and resource development. Most importantly, the military provided greater opportunities for family self-development activities such as businesses and education especially to those found to be most vulnerable.

The above mitigating strategies are as far as American left behind families are concerned in addressing psychosocial challenges facing them. However, it is not yet established whether the same measures could be effective in addressing challenges facing African families like those of KDF. This is considered a knowledge gap which this study aims at filling by finding out whether such measures apply on KDF left behind families and if not establish own mitigating measures to address psychosocial challenges facing the families during periods of deployment.

### **2.4 Summary of Literature Review and Theoretical Framework**

The chapter explored literature on the effects of military deployment on families' psychosocial well-being. Most of the available studies are based on western service members' experiences. Literature on the effects of military deployment on African families particularly KDF is Scanty if not missing entirely. This leaves a gap in the body of knowledge that needs to be researched on. The current study thus seeks to fill this void by researching on KDF families as regards effects on their stability during deployment with a view to establishing empirical evidence on whether they are affected by the deployment or not and if so establish coping mechanisms that can be adopted by families during periods of deployment.

On the theoretical framework, the literature on Family Stability Theory as a conceptual Model has provided theoretical knowledge for understanding the effects of

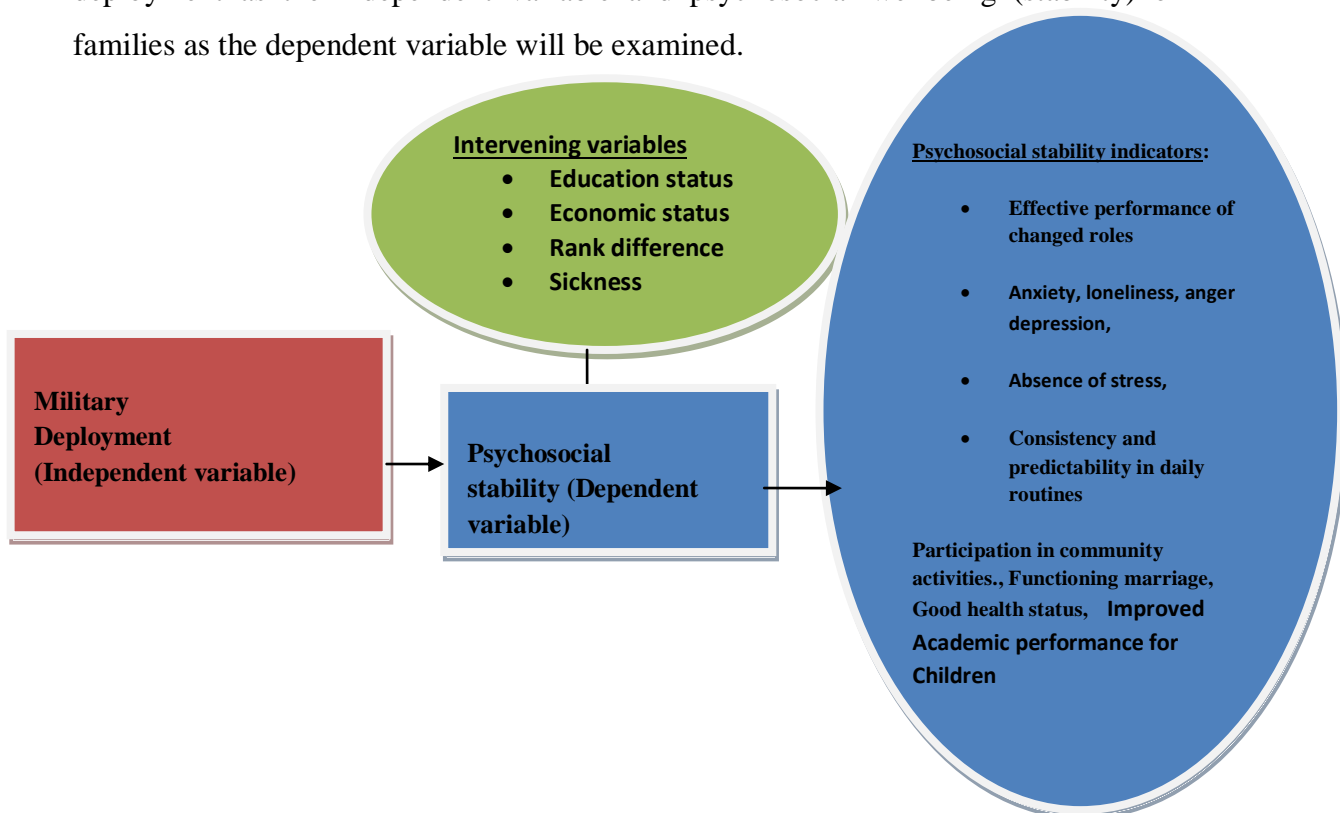


deployment (psychological and social) on military left behind families at various stages of deployment. The literature suggests that deployment may be one of those interferences that may challenge the stability of a family especially the remaining parent's ability to maintain normal family activities after the departure of a spouse.

Further, according to the theory, family stability is interfered with differently at various stages of the deployment process which encompasses predeployment, deployment, sustainment, redeployment and postdeployment stages. The theory further indicates that deployment is a process that has the potential of disrupting family stability manifesting through stress in family systems. To contain such stressors, families may get involved in extra social activities that tend to occupy them during their free time. Also families may increase and maintain routine in response to such major life changer, which may serve to buffer the stressors associated with deployment.

## 2.5 Conceptual Framework

In order to meet the objectives of the study, an exploration of the impact of military deployment as the independent variable and psychosocial wellbeing (stability) of families as the dependent variable will be examined.



**Figure 2.1: Conceptual Framework**

Source (Author, 2016)

In view of the proposed conceptual framework, psychosocial stability (wellbeing) is a construct that will be measured through the presence or the absence of interrelated constructs such as stress, anxiety, loneliness, anger, hopelessness, depression, enthusiasm, consistency and predictability in daily routines, participation in community activities, functioning marriage, good health, improved academic performance for children. However, some intervening variables such as ranking, sickness, academic and economic status of left behind spouses could also affect the psychosocial stability in one way or another (Israel & Roderick, 2008).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlines the methodology procedures that were used in the study on the effects of military deployment on psychosocial well-being of Kenya Defense Forces' (KDF) families in Nairobi County. The chapter covered methodology under the following sub topics: research design, study variables, site of the study, target population, population and sample, research instruments, validity and reliability, pilot study, data collection procedure, data analysis and presentation, data management and finally ethical issues.

#### **3.2 Research Design**

The study used a cross sectional survey research design particularly descriptive survey that employed qualitative and quantitative methods. According to Kothari (2008), survey design was considered most appropriate in describing general characteristics of a large population like the one under study.

#### **3.3 Study Variables**

To evaluate the effects of military deployment on psychosocial wellbeing of military families, deployment was considered as the independent variable while psychosocial wellbeing was the dependent variable. Psychosocial wellbeing as a dependent variable could worsen or improve depending on whether the deployment was about to begin, going on or was about to end. Deployment as an independent variable was defined in terms of pre-deployment, deployment, sustainment, re-deployment and post deployment stages as described in literature review. The dependent variable (psychosocial well-being) was defined in terms of stress, depression, anxiety, loneliness, academic performance of children, effective performance of changed roles, consistency and predictability in daily routine, functioning marriage, health status and participation in community activities.

### **3.4 Site of the Study**

The study was conducted in Nairobi County in the month of July 2017. Specific areas of study included: 7<sup>th</sup> Kenya Rifles Langata barracks and Moi Airbase (MAB) Eastleigh. The selected unit bases were ideal due to a high concentration of respondents who represented the three services of the KDF namely the Kenya Army, Kenya Air Force and the Kenya Navy.

### **3.5 Target Population**

The researcher targeted population of families of serving KDF officers deployed in foreign missions, residing in Nairobi County. Targeted families numbered approximately three thousand (3,000) whose spouses had served in different parts of the world on either training, peace keeping or in live operations. Ahere (2015) asserts that the targeted population was ideal due to a good concentration of respondents representing families who have been affected by military deployment.

### **3.6 Sampling Techniques and Sample Size**

The sampling technique used in this study was snowballing, stratified random, and convenience sampling to obtain a sample of 300 from a population of 3000 military personnel. Further, stratified random sampling was used to select two family groups. One family group comprised 50 families of officers and another group of 250 families of servicemen/women. The reason for the two groups of families was that, due to differentials in ranks, academic and economic status of both officers and service personnel, officers families may react to effects of deployment differently from the reaction of servicemen/women families.

### **3.7 Research Instruments**

The study employed a primary source method of data collection specifically questionnaire as a research instrument. Questionnaire was chosen because it ensured privacy hence allowed respondents to answer questions freely without fear of victimization.

### **3.8 Validity and Reliability**

Content and construct validity of the instrument was determined by ensuring that a proper coverage of the study area was done Cohen, (1998). This was consistent with Mugenda & Mugenda's, (2003) view point that, to consider research instrument valid, the content selected and included in questionnaires was also relevant to the objectives being investigated. Accurate operationalization of variables was to enhance the measurement of indicators. In addition, expert opinion was sought to judge on the appropriateness of the content of the instrument considering the objectives of the study and feedback was obtained on the areas that needed modification to enhance the validity of the instrument as acknowledged by Fraenkel & Warren, (2000).

The reliability of the study was estimated by using test/re-test technique because the procedure permits self-comparison unlike other techniques such as split half. The questions were administered twice and the results of the two compared. The ratio between the test and re-test scores was 1 and the technique was presumed reliable Kumar, (2005). The test scores obtained were correlated and the Spearman Brown coefficient computed.

### **3.9 Pilot Study**

The pilot study was conducted to pretest the research instruments. The study was administered through a questionnaire in one barracks in the rift valley whose characteristics were similar to the main study sample. The sample for the pilot study comprised twenty families apportioned as follows: Ten (10) each from one Infantry and one Artillery Battalions. The results and feedback from the study helped to eliminate the ambiguities in questions which in the end enhanced reliability of the instrument in the main study. While the sample used in the pilot study was similar with the final sample, the researcher ensured that pilot sample results were excluded from the final research results.

### **3.10 Data Collection Procedures**

Data was collected through structured interviews and questionnaire instruments already discussed under paragraph 3.7. The questionnaires were hand delivered to the three hundred (300) randomly selected families by the researcher. The completed

questionnaires were collected within the same week of delivery. The questionnaires were prepared and sent out to respondents after sampling.

### **3.11 Data analysis**

Data from research instruments (questionnaires) was analyzed with the help of Statistical Package for Social Sciences (SPSS) 22.0 statistical tool. The analysis of quantitative data was presented by use of graphs and charts. Further, the analysis of the quantitative data involved descriptive statistical analysis where frequency distributions, means and standard deviation, were used in interpreting the results on deployment and its effects on psychosocial well-being of left behind military families.

### **3.12 Ethical considerations**

There are several ethical issues that were considered during the entire period of the research. Firstly, the researcher sought and obtained official permission from Kenyatta University Graduate School, National Commission for Science Technology and Innovation (NACOSTI) and KDF before conducting the study. Further, Commanders of various units and bases where the research was conducted were informed of the study before commencing the exercise. Participation in the study was voluntary and this was communicated to the respondents. Informed consent was sought from the participants before the exercise started by making them aware of what was expected of them as recommended by Kumar, (2005). Confidentiality and privacy was observed throughout the entire period of the exercise. The information obtained was used only for this study. In order to ensure anonymity, respondents were not allowed to write their names on the questionnaires papers. At the same time, questionnaires were kept in a private office in order to guarantee privacy. The participants were asked to sign a consent form before embarking on the exercise of filling the questionnaires.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

The purpose of this study was to establish the effects of military deployment on psychosocial wellbeing of KDF families in Nairobi with an aim of finding measures to mitigate the effects of deployment on psychosocial well-being of families during periods of deployment. This chapter therefore, presents the demographic characteristics of the respondents, followed by the analysis of findings in line with the objectives listed below and finally summarize the chapter.

1. To determine the effects of deployment on psychological well-being of left behind military families during the periods of deployment.
2. To find out the effects of deployment on sociological well-being of left behind military families during periods of deployment.
3. To explore the effects of deployment on the education performance of children during the periods of deployment.
4. To find out the coping mechanisms adopted by the families of deployed service personnel during the periods of deployment.
5. To establish possible measures that may be put in place to mitigate the effects of deployment on psychosocial well-being of families during periods of deployment.

#### **4.2 Response rate**

Response rate is the ratio between the administered questions and the completed questions. High response rate is important because of validity of results but researchers have indicated that even low response rate can generate valid results. The sample size was composed of 61 respondents comprising of spouses of deployed military personnel who participated by answering semi structured questionnaires from an expected sample size of 300 respondents, representing a 20.3% response rate. The variation between the expected sample size and the current sample size was due to the bureaucracy in accessing the participants. Earlier the researcher had expected to access the families living within the military barracks but this was not possible.

The study thus, mainly focused on the willing military families that stayed outside the barracks. Since they are widely spread and without clear information on where they reside, through snowballing and convenience sampling, the researcher was able to sample 61 participants for the study. According to Sulvan (2001), Convenience and snowballing sampling techniques are useful for investigation of sensitive topics and sampling subcultures where members routinely interact. Although the topic of this study may not be sensitive, the military organization in Kenya appear to be a closed society in which ‘outsiders’ are not readily acceptable despite the importance of the study. Therefore although considerable effort was made to get authority to access the barracks, permission was denied, hence the small sample size used.

#### 4.2.1 Demographic Characteristics of Respondents

Data was collected on the following demographic characteristics: age, sex, years of marriage, number of children, level of education and employment status. The results are presented in the subsequent section.

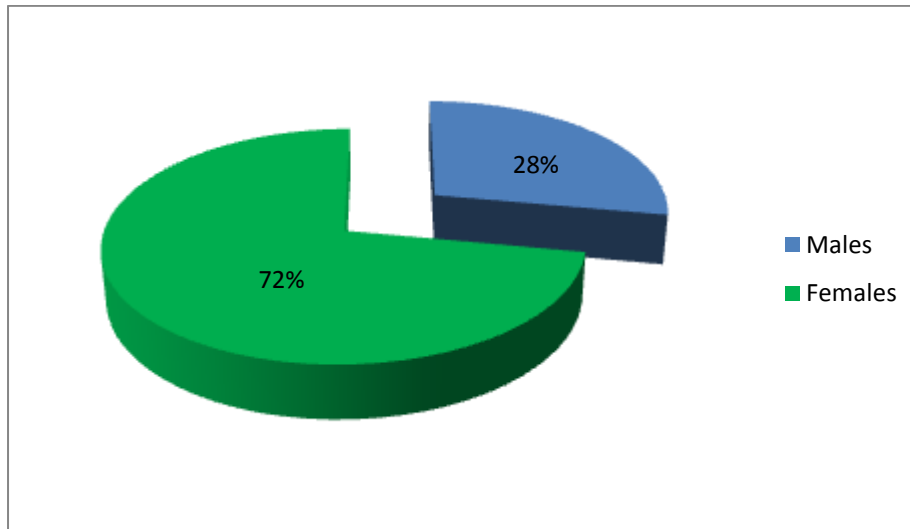
**Table 4.1: Distribution of Respondents by Age Category**

Age Category	Frequency	Percent
20-29 years	4	6.6
30-39 years	14	23.0
40-49 years	31	50.8
50-59 years	10	16.4
60-69 years	2	3.3
<b>Total</b>	<b>61</b>	<b>100.0</b>

As shown in table 4.1, majority of the participants (50.8%), were aged between 40 to 49 years, 23% were aged between 30 to 39 years, while 16.4% were of ages 50 to 59 years. This shows that the spouses of the military personnel were distributed from young adulthood to old age, with the majority being in their thirties and forties. A previous study conducted on the demographic characteristics of military families and children of deployed military personnel established that military personnel were likely to start their families at an early age (Werner & Shannon, 2013), with a similar study conducted on the leisure of military spouses during deployment establishing that most of the respondents were aged between 23 and 40 years Clever & Segal, (2013), being almost similar to those in the current study. This is also within the age bracket of



military personnel. Military work is characterized with hard work in addition to other demands, so most people perform at their best when young.



**Figure 4.1: Distribution of Respondents by Gender**

From figure 4.1, 72% of respondents were females, while 28% were males. There were more females than male respondents since more males are recruited into the military than females and therefore during deployment more women were likely to be left at home. Further, there were more female respondents because most of the left behind spouses were females. Table 4.2 Distribution of respondents by years of marriage

**Table 4.2: Distribution of Respondents by Years in Marriage**

<b>Years in Marriage</b>	<b>Frequency</b>	<b>Percent</b>
1-10 years	15	24.6
11-20 years	23	37.7
21-30 years	16	26.2
31-40 years	7	11.5
<b>Total</b>	<b>61</b>	<b>100.0</b>

As shown in table 4.2, 37.7% of the participants had been married for about 11 to 20 years, 26.2% had been married for 21 to 30 years, while 24.6% had been married for between 1 to 10 years. Past studies have shown that military personnel are likely to marry in their early twenties, with the divorce rates being higher than the civilian

population Keeling & Fear (2017). Those with more than thirty years were fewer compared to those married for less than twenty years. The apparent stability in the marriage life of military officers could be attributed to African traditional beliefs about marriage. Accordingly, marriage is seen as a permanent institution hence the long years in Marriage. Okiyó 2016) citing Kirwen observes that marriage is a lasting union that transcends death.

Those that were married for more than thirty years were fewer. This could be associated with the retirement age of the officers and the minimum age of recruits and cadet officers for joining the service is 18 year in Kenya while retirement varies with majority of military officers retiring before the age of sixty. Therefore assuming that the military personnel get married in their early twenties, it is unlikely that those who have been married for 30 years and above are many. This is in accordance with Kenya Defense Forces Standing Orders of 1968 (reviewed in 2010 on recruitment and retirement). This may explain why those who were married for more than thirty years were fewer compared to those married for less than twenty years. Table 4.3 presents distribution of respondents by number of children

**Table 4.3: Distribution of Respondents by Number of Children**

<b>Number of Children</b>	<b>Frequency</b>	<b>Percent</b>
1	2	3.3
2	19	31.1
3	16	26.2
4	12	19.7
5	10	16.4
7	1	1.6
None	1	1.6
<b>Total</b>	<b>61</b>	<b>100.0</b>

From table 4.3, 31.1% of the participants had 2 children, 26.2% had 3 children, while 19.7% had 4 children. Most families appear to prefer 2 to 4 children. The trend could be attributed to improved education status of most families. Table 4.4 presents the distribution of respondents by level of education

**Table 4.4: Distribution of Respondents by Level of Education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
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Completed primary	1	1.6
Completed secondary	21	34.4
Completed University	39	63.9
<b>Total</b>	<b>61</b>	<b>100.0</b>

As shown in table 4.4, 63.9% of the participants had completed university, 34.4% had completed secondary, while 1.6% had completed primary. Improved education status of most military families has affected family issues such as number of children born per house hold. Those with higher education appear to have fewer children. As a result, those with fewer children tend to cope fairly well with the absence of a spouse due to reduced children demands hence psychosocially stable. This finding resonates well with military families in developed world such the UK and USA. In these countries children per military family are few and in some case no children at all. Table 4.5 presents the distribution of respondents by employment status

**Table 4.5: Distribution of Respondents by Employment Status**

<b>Employment Status</b>	<b>Frequency</b>	<b>Percent</b>
Salaried Employment	31	50.8
Self-employed	17	27.9
Unemployed	13	21.3
<b>Total</b>	<b>61</b>	<b>100.0</b>

From table 4.5, 50.8% of the participants were formally employed, 27.9% were self-employed, while 21.3% were unemployed. The fact that majority of the participants were either employed or self-employed could be accounted by the fact that majority had completed University education and hence had a high chance of being employed. Previous studies have shown that loss of support in the daily activities due to the deployment of spouses could make the left behind spouse look for an alternative source of income to support the family (Werner & Shannon, 2013). This could also explain the employment status in the current study in which 27.9 % of the respondents are self-employed. Those unemployed may have been depending on the monthly stipends from their deployed spouses to support the family. Therefore, this lot is negatively affected psychosocially by the absence of a spouse during deployment.

### 4.3 Findings on the Study Objectives

The findings on the study objectives are presented in the subsections 4.3.1 to 4.3.5 that follow.

#### 4.3.1 Effects of Deployment on Psychological Well-being of Left behind Military Families

Objective one sought to determine the effects of deployment on psychological well-being of left behind military families during the periods of deployment. To measure the effects of deployment on psychological well-being, respondents were presented with 3 items to respond to that assessed psychological well-being in the course of deployment, on a five point likert scale (1 –strongly disagree, 2-disagree, 3-not sure, 4-Agree, 5-Strongly Agree). Composite scores were then derived from the scale. Since there were 3 items, the highest possible score was 15 (3x5) and the lowest possible score was 3 (3x1). An individual’s total score was derived from the addition of the total 3 items. The scores were then categorized into 3 levels, where scores ranging between 3 and 7 represented low positive effects of deployment, scores between 8 to 10 represented moderate effects and scores between 11 to 15 represented negative effects deployment. The findings are presented in the subsequent tables. Table 4.6 presents frequencies on psychological effects of military deployment on left behind families.

**Table 4.6: Frequencies on psychological effects of military deployment on left behind families**

Psychological Effect	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Overwhelmed by uncertainty feelings	0	0.0	0	0.0	1	1.6	10	16.4	50	82.0
Anxiety and anger becomes a common feature	0	0.0	1	1.6	2	3.3	12	19.7	46	75.4
Occurrence of frustration, stress and	2	3.3	0	0.0	2	3.3	11	18.0	46	75.4

As shown in table 4.6, 82% of the participants strongly agreed that they were overwhelmed by uncertainty feelings upon learning of the impending deployment of their spouse, 75.4% strongly agreed that anxiety and anger was a common feature, while 18% agreed that they experienced frustration, stress and depression. According to the family stability theory and stability stages, during the pre-deployment stage, the affected families may experience a surge of intense feelings followed by emotional numbness (Peebles-Kleiger & Klinger, 1994). This would explain why majority of the respondents strongly agreed to having uncertainty feelings. Similarly, past studies have linked military deployment of parents to psychological issues such as depression, behavioral maladjustment and emotional dyslexia among the children (Lincoln & Shorteno-Fraser, 2008).

Anxiety and depression have been found to have a negative effect on the psychological wellbeing of people. Steger and Kusdan (2009) observe that depressed individuals are likely to create negative situations, have worse interactions, and preferentially direct their attention to negative emotional social stimuli. This may imply that the members of the military family who experience such emotions have difficult relating with the people around them. This would negatively affect family relations and especially the children who might be under the care of the affected spouse. For example stress has been found to affect communication. A parent who is stressed or depressed in that case may not effectively communicate with their children. This may be indicative that the whole family may all be affected which could lead to destabilization of the family.

In order to determine the levels of psychological effects of deployment on the left behind families, a descriptive statistics were conducted. The findings are indicated in table 4.7.

**Table 4.7: Descriptive statistics on the effects of deployment on psychological well-being**

<b>Psychological Effect</b>	<b>Frequency</b>	<b>Percent</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Moderate effect	4	6.6	9	15	14.11	1.582
Negative effect	57	93.4				
Positive effect	0	0.0				
<b>Total</b>	<b>61</b>	<b>100.0</b>				

As shown in table 4.7, 93.4% of respondents indicated that deployment had a negative effect on their psychological wellbeing, while 6.6% indicated that it had a moderate effect. The minimum score attained was 9, while the maximum score was 15. The mean score was 14.11 (SD=1.582), signifying that on average, deployment had a negative effect on psychological well-being of the left behind military families. In other words, deployment caused anxiety, stress and depression in both left behind families and their children. These findings were supported by a study conducted by Sheppard and Colleagues (2010), which revealed that military deployment adversely affected psychological stability of left behind families and education of their children. Other researchers have used the family stress theories in understanding how separation affect the family wellbeing, these theories indicate that the stressors disrupt the families internal and external capacities which overwhelm their coping resiliency there by putting them at risk of failing to maintain a stable marriage (Aronson, Caldwell, Perkins & Pasch, 2011).

The effects of deployment on psychological well-being were further analyzed by age category. The findings are presented in table 4.8.

**Table 4.8: Effects of deployment on psychological well-being by Age**

<b>Age category</b>	<b>Psychological effect</b>	<b>Frequency</b>	<b>Percent</b>
20-29 years	Moderate effect	1	25.0
	Negative effect	3	75.0
<b>Total</b>		<b>4</b>	<b>100.0</b>
30-39 years	Moderate effect	<b>0</b>	0.0
	Negative effect	<b>14</b>	100.0
<b>Total</b>		<b>14</b>	<b>100.0</b>
40-49 years	Moderate effect	1	3.2
	Negative effect	30	96.8
<b>Total</b>		<b>31</b>	<b>100.0</b>
50-59 years	Moderate effect	1	10.0
	Negative effect	9	90.0
<b>Total</b>		<b>10</b>	<b>100.0</b>
60-69 years	Moderate effect	1	50.0
	Negative effect	1	50.0
<b>Total</b>		<b>2</b>	<b>100.0</b>

From table 4.8, 96.8% of respondents aged between 40 to 49 years indicated that deployment had a negative effect on psychological wellbeing, while 25% of respondents aged 20 to 29 years indicated that it had moderate effect. However, 100% of the respondents in the age bracket of between 30-39 years indicated that deployment had negative effect on their psychological wellbeing. This could be explained by the family stability theory, whereby the respondents who are in the age bracket of between 30 and 39 are more likely to be deployed having attained the required level of training and since they are still energetic. During the deployment stage families go through a series of changes that disrupt established routine due to changed roles, absence of spouses, anger and guilt that directly lowered the family stability and hence negatively affecting the psychological wellbeing of the families. Further, this is a period in which such respondents are having teenage children who have high demands that come with attaining puberty as they struggle with their

identities and attaining autonomy from their families. Such changes take time and hence they may be less pronounced by those who were in their twenties. Established routines include family management, financial, food provision, security responsibilities etc.

The effects of deployment on psychological well-being of left behind military families were further analyzed by sex. The findings are presented in table 4.9.

**Table 4.9: Effects of deployment on psychological well-being by Sex**

<b>Sex</b>	<b>Psychological effect</b>	<b>Frequency</b>	<b>Percent</b>
Males	Moderate effect	1	5.9
	Negative effect	16	94.1
<b>Total</b>		<b>17</b>	<b>100.0</b>
Females	Moderate effect	3	6.8
	Negative effect	41	93.2
<b>Total</b>		<b>44</b>	<b>100.0</b>

From table 4.9, majority of both male (94.1%) and female (93.2%) participants indicated that deployment had a negative effect on the psychological well-being of the left behind military families. Both male and females that are left behind have to contend with stress caused by having to move from one place and the anxiety of their loved ones that are deployed. During the deployment stage families go through a series of changes that disrupt established routine due to changed roles, absence of spouses, anger and guilt that directly lowered the family stability and hence negatively affecting the psychological wellbeing of the families (Millitary.com, 2018). Table 4.10 presents the effects of deployment on psychological well-being of left behind military families by years in marriage.



**Table 4.10: Effects of deployment on psychological well-being by Years of marriage**

<b>Years in Marriage</b>	<b>Psychological effect</b>	<b>Frequency</b>	<b>Percent</b>
1-10 years	Moderate effect	1	6.7
	Negative effect	14	93.3
<b>Total</b>		<b>15</b>	<b>100.0</b>
11-20 years	Moderate effect	1	4.3
	Negative effect	22	95.7
<b>Total</b>		<b>23</b>	<b>100.0</b>
21-30 years	Moderate effect	<b>0</b>	<b>0.0</b>
	Negative effect	<b>16</b>	<b>100</b>
<b>Total</b>		<b>16</b>	<b>100.0</b>
31-40 years	Moderate effect	2	28.6
	Negative effect	5	71.4
<b>Total</b>		<b>7</b>	<b>100.0</b>

As shown in table 4.10, all the participants (100%) who had been married for 21 to 30 years indicated that deployment had a negative effect on their psychological well-being matching the most affected age bracket of 40 to 49 years. 95.7% of those married for 11 to 20 years also indicated that military deployment had a negative effect on psychological wellbeing of their families, while 28.6% of those married for 31 to 40 years indicated that deployment had a moderate effect on psychological well-being. These findings are supported by a study by Sheppard and Colleagues (2010), that military deployment adversely affected psychological stability of left behind families and the education of their children. A similar study conducted on the relationship between prior combat deployments and current marital satisfaction established an association between deployment and lower marital satisfaction. The study further found out experiencing one or more deployments was associated with decreased marital satisfaction as a result of the trauma aftermath experienced during deployments Meadows et al, (2016). This could explain the reason in the disparities on the psychological effects of the respondents in their various years of marriage.

As the number of years in marriages increased, so does the number of deployments and the likelihood of the families experiencing the resulting trauma. Military deployment is also characterized by frequent parental absence and changing family roles when only one spouse is left, the changes may become adverse as the number of deployments increase and the years in marriage as well. However, with time the families may get accustomed to the frequent deployment which may bring down the negative psychological effects. This may explain the reason why the negative effects were relatively low for the respondents married for 31 to 40 years. The variance between the three categories can also be explained through stability theory. For those married for between 31-40 years, have attained stability in their marriage and most of them have experienced such disruptive engagements before and may have fewer or no children to worry about. For those married for between 1-10 years, appear to score lower percentage compared to those married for between 11-30 years because they may have not established much routines in their marriage not forgetting that they may have one or no children at all. The main reason why those married for between 11-30 years are much affected negatively by deployment may be that, they have been used to established routines such as marriage responsibilities and many children who present varying challenges. Just like the current study, many of the previous studies have not established a positive effect of military deployment, however a study conducted on the positive and negative consequences of military deployment established that single soldiers were more likely than married soldiers to report positive consequences, 82% and 72% respectively. The positive consequences included increase in finances, self-improvement and having time to think. Increase in finances and self-improvement because single soldiers have lesser burden compared to married ones Newby et al, (2005)

#### **4.3.2 Effects of Deployment on Social Well-being of Left behind Military**

##### **Families**

Objective two sought to find out the effects of deployment on social well-being of left behind military families during the periods of deployment. To measure the effects of deployment on sociological well-being, respondents were presented with 4 items that assessed sociological well-being in the course of deployment, on a five point likert scale (1-Strongly Disagree, 2-Disagree, 3-Not Sure, 4-Agree, 5-Strongly Agree). Composite scores were then derived from the scale. Since there were 4 items, the

highest possible score was 20 (4x5) and the lowest possible score was 4 (4x1). An individual's total score was derived from the addition of the total 4 items. The scores were then categorized into 3 levels, where scores ranging between 4 and 10 represented positive effects, scores between 11 to 14 represented moderate effects and scores between 15 and 20 represented negative effects. Table 4.11 presents the frequencies on Social effects of military deployment on left behind families.

**Table 4.11: Frequencies on Social effects of military deployment on left behind families.**

Social Effect	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Experience of loneliness and sleepless nights	0	0.0	0	0.0	1	1.6	11	18.0	49	80.3
Unpredictability of the future	0	0.0	0	0.0	1	1.6	12	19.7	48	78.7
Confusion as a result of changed roles	0	0.0	0	0.0	1	1.6	14	23.0	46	75.4
Experience of restlessness	0	0.0	3	4.9	0	0.0	12	19.7	43	70.5

From table 4.10, 80.3% of the participants strongly agreed that they experienced loneliness and sleepless nights, 23% agreed that they were confused as a result of changed roles, while 4.9% disagreed that they experienced hopelessness during the periods of deployment. These findings were supported by Rush and Akos (2007), which established that deployment predisposes families to social problems such as poor family management due to changed roles, unpredictability in routines, cultural variations, sleep disturbances, restlessness which in turn heighten problems in marital relationships and children education. According to research findings, loneliness, restlessness and sleep disturbance negatively affect the wellbeing of left behind families in the following manner: after marriage, spouses get used to each other and whenever one spouse is away for long periods the separation affects them in the form of loneliness. Some spouses suffer sleep disturbance especially during the early stages

of deployment due to increased physical demands and stressors. Children may also have trouble sleeping due to stress and separation anxiety.

In order to determine the levels of sociological effects of deployment on the left behind spouse, a descriptive statistics were conducted. The findings are indicated in table 4.12.

**Table 4.12: Descriptive statistics on the effects of deployment on Social well-being**

<b>Social Effect</b>	<b>Frequency</b>	<b>Percent</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Moderate effect	2	3.3	13	20	18.85	1.711
Negative effect	59	96.7				
Positive effect	0	0.0				
<b>Total</b>	<b>61</b>	<b>100.0</b>				

From table 4.12, 96.7% of participants indicated that deployment had a negative effect on their sociological wellbeing (that is, it caused loneliness, restlessness, lack of predictability in daily routine, poor academic performance in children, failure in performance of changed roles etc), while 3.3% indicated that it had a moderate effect. The minimum score attained was 13, while the maximum score was 20. The mean score was 18.85 (SD=1.711), signifying that on average, deployment had a negative effect on social well-being of the left behind spouse. The negative effects against social wellbeing are manifested in terms of unpredictability of the future by the left behind family, disruption of routines, restlessness and loneliness set in. This finding established that, social stressors such as mobility, trans-cultural experiences, frequent parental absence, changing family roles, and lack of structures and routine all become a part of daily life to the family members that are left behind during deployment Akos (2007).Table 4.13 presents the effects of deployment on social well-being of left behind military families by age.

**Table 4.13: Effects of deployment on Social well-being by Age**

<b>Age category</b>	<b>Sociological effect</b>	<b>Frequency</b>	<b>Percent</b>
20-29 years	Moderate effect	1	25.0
	Negative effect	3	75.0
<b>Total</b>		<b>4</b>	<b>100.0</b>
30-39 years	Moderate effect	<b>0</b>	<b>0.0</b>
	Negative effect	<b>14</b>	<b>100.0</b>
40-49 years	Moderate effect	1	3.2
	Negative effect	30	96.8
<b>Total</b>		<b>31</b>	<b>100.0</b>
50-59 years	Moderate effect	<b>0</b>	<b>0.0</b>
	Negative effect	<b>10</b>	<b>100.0</b>
<b>Total</b>		<b>10</b>	<b>100.0</b>
60-69 years	Moderate effect	<b>0</b>	<b>0.0</b>
	Negative effect	<b>2</b>	<b>100.0</b>
<b>Total</b>		<b>2</b>	<b>100.0</b>

As shown in table 4.13, all the respondents (100%) in the age brackets of 30, 50 and 60 had experienced negative effects on their sociological wellbeing, while 25% of those in their twenties experienced moderate effects on their sociological wellbeing. In other words, most respondents in the age bracket of 30-50 years experienced loneliness, sleepless nights, unpredictability of the future, restlessness and confusion as a result of changed roles. Although the above findings show that as the respondents became older the more they were likely to experience the negative sociological effects as the family roles become more unpredictable, the frequency of participation was only two out of 61 respondents (Akos, 2007). Table 4.14 presents the effects of deployment on social well-being of left behind military couple by sex.

**Table 4.14: Effects of deployment on Social well-being by Sex**

<b>Sex</b>	<b>Sociological Effect</b>	<b>Frequency</b>	<b>Percent</b>
Males	Moderate effect	0	0,0
	Negative effect	17	100.0

Females	Moderate effect	2	4.5
	Negative effect	42	95.5
<b>Total</b>		<b>61</b>	<b>100.0</b>

As shown in table 4.14, 100% of male respondents indicated that deployment had a negative effect on their sociological well-being in particular, they experienced loneliness, sleepless nights, unpredictability of the future, restlessness and confusion as a result of changed roles, while 95.5% of female respondents indicated that deployment had a negative effect. This finding shows that deployment has a considerable negative sociological effect to both men and women; however there was still a slight gender difference in the way deployment affected men and women. This could be explained by the fact that women were more likely to have better coping mechanisms compared to men. A previous study conducted by Van Breda (1995) established that wives in deployed families established independence and ‘self-sufficiency’ which enhances coping strategies that counter negative challenges of deployment period. This past findings supports the current findings on females being less negatively affected by deployment. Table 4.15 presents the effects of deployment on social well-being of left behind military couple by employment status.

**Table 4.15: Effects of deployment on Social well-being by Employment Status**

<b>Employment status</b>	<b>Sociological effect</b>	<b>Frequency</b>	<b>Percent</b>
Salaried Employment	Moderate effect	2	6.5
	Negative effect	29	93.5
<b>Total</b>		<b>31</b>	<b>100.0</b>
Self employed	Moderate effect	<b>0</b>	0.0
	Negative effect	<b>17</b>	100.0
<b>Total</b>		<b>17</b>	<b>100.0</b>
Unemployed	Moderate effect	<b>0</b>	0.0
	<u>Negative effect</u>	<u><b>13</b></u>	<u>100.0</u>
<b>Total</b>		<b>13</b>	100.0

From table 4.15, 100% of respondents who were self-employed and unemployed respectively indicated that deployment had negative effects on their sociological well-being such as loneliness, sleepless nights, unpredictability of the future, restlessness and confusion as a result of changed roles as compared to 93.5% of participants who were employed that indicated they were negatively affected but with slight difference

of 6.5%. The 6.5% difference in findings could be accounted by the fact that those couples in formal employment and hence a stable source of income were more likely to adjust better to changed roles and support their families as compared to those who were self-employed or unemployed. However, the findings further reveals that, the self-employed and the unemployed spouses suffer negative effects of deployment just as the employed spouses. This is supported by previous studies which have shown that deployment challenges the ability of the left behind spouse to maintain normal family activities and routine and therefore the family may have to innovate ways of maintaining the family structure and routine to buffer the negative consequences of deployment (Sheppard, Malatras & Israel, 2010).

#### **4.3.3 Effects of Deployment on the academic Performance of Children.**

Objective three sought to explore the effects of deployment on the education performance of children during the periods of deployment. To measure the effects of deployment on the education performance of children, respondents were presented with 7 items that assessed education and psychosocial well-being of children in the course of deployment, on a five point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Not Sure, 4-Agree, 5-Strongly Agree). Composite scores were then derived from the scale. Since there were 7 items, the highest possible score was 35 (7x5) and the lowest possible score was 7 (7x1). An individual's total score was derived from the addition of the total 7 items. The scores were then categorized into 3 levels, where scores ranging between 7 and 17 represented positive effects, scores between 18 and 24 represented moderate effects and scores between 25 and 35 represented negative effects. Table 4.16 presents the frequencies on effects of deployment on the academic performance of children during the periods of deployment

**Table 4.16: Frequencies on effects of deployment on the academic performance of children**

Effect on Education and Psychosocial Well-being	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Deterioration in education performance	2	3.3	2	3.3	3	4.9	18	29.5	36	59.0
Prevalence in delinquency behavior	0	0.0	4	6.6	4	6.6	12	19.7	41	67.2
Health status of children deteriorates	1	1.6	9	14.8	2	3.3	12	19.7	37	60.6
Increase of stress in children	0	0.0	4	6.6	2	3.3	12	19.7	43	70.5
Increase of maltreatment in Children	1	1.6	9	14.8	4	6.6	10	16.4	37	60.7
Decrease in the quality of care of children	1	1.6	7	11.5	1	1.6	12	19.7	40	65.6
Increase in children's nightmare	0	0.0	4	6.6	4	6.6	16	26.2	37	60.7

From table 4.16, 59.0% of the participants strongly agreed that there was deterioration in education performance of children as a result of deployment, 70.5% of the participants also strongly agreed that there was an increase in stress in children as a result of deployment. These findings concurred with a previous study conducted by Huebner, Mancini, Wilcox, Grass (2007) supported by Rush and Akos (2007), which established that thought of losing parents in combat coupled with other social stressors (mobility, trans-cultural experiences, frequent parental absence, changing family roles, lack of structures and routine) lead to a heightened state of uncertainty and lack of predictability in daily routine needed by families. These factors then lead to the development of psychological problems that include anxiety, stress, depression, sleeplessness, and bad dreams among children and spouses. For example, children's academic performance will deteriorate due to stress emanating from frequent fear of losing a parent in combat. News on the loss of servicemen in operation areas are a common feature on all types of media these days. Further, the children's academic performance will deteriorate due to newly acquired freedoms which might not have been available when the deployed spouse was around. For instance, due to lack of a



father or mother figure, the children are more likely to be prone to negative peer pressure as they try to acquire their own identity. The child will play more than spend time on studies. A similar study conducted by Gibbs et al (2007), on the impact of deployment on the education of children of US service members who were deployed in both Afghanistan and Iraq also revealed that there was a direct correlation between deployment and substantiated incidents of child mistreatment, neglect, poor academic performance, health and behavior changes. A child who is mistreated by care-givers due to the absence of a parent either at home or at school or whose needs are neglected will result in behavior change, deterioration in health and in the end his performance in education will drop.

In order to determine the levels of effects of deployment on the academic performance of children during the periods of deployment, a descriptive statistics were conducted. The findings are indicated in table 4.17.

**Table 4.17: Descriptive statistics on the effects of deployment on the academic performance of children**

<b>Educational Performance</b>	<b>Freq</b>	<b>Percent</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Positive effect	4	6.6	13	35	30.59	6.352
Moderate effect	7	11.5				
Negative effect	50	82.0				
<b>Total</b>	<b>61</b>	<b>100.0</b>				

From table 4.17, 82% of participants indicated that deployment had a negative effect on education performance of children, 11.5% indicated that it had a moderate effect, while 6.6% indicated that deployment had a positive effect on the education performance of children. The minimum score attained was 13, while the maximum score was 35. The mean score was 30.59 (SD=6.352), signifying that on average, deployment had a negative effect on the educational performance of children. Similarly, a study conducted in America established that children of parents who had been deployed for 19 months or more had significantly lower achievement scores than those who had experienced less or no parental deployment (Richardson et al, 2011).

Table 4.18 presents effects of deployment on the academic performance of children by parental sex.

**Table 4.18: Effects of Deployment on the Academic Performance of Children by Parental Sex**

<b>Sex</b>	<b>Effect on Education</b>	<b>Frequency</b>	<b>Percent</b>
Males	Positive effect	1	5.9
	Moderate effect	2	11.8
	Negative effect	14	82.4
<b>Total</b>		<b>17</b>	<b>100.0</b>
Females	Positive effect	3	6.8
	Moderate effect	5	11.4
	Negative effect	36	81.8
<b>Total</b>		<b>44</b>	<b>100.0</b>

As shown in table 4.18, 82.4% of male participants indicated that deployment had negative effect on the academic performance of children, while 81.8% of female respondents noted that deployment also had a negative effect on educational development of children. These findings collaborated with a previous study conducted by Engel, Gallagher, and Lyle (2010) who found out that deployment was associated with lower test scores with largest effects seen for children who were young and were from single parent homes or who had mothers deployed as service members. Although the difference is small (0-6%) the findings shows that male spouses who were left to take care of the children after deployment of their partners experienced more significant challenges compared to their female counterparts. Women are more likely to readjust more easily when their partners are deployed and therefore able to support children in their education pursuit than male counterparts. This is because women may not need training on how to care for their children as compared to male counterparts who have no experience in taking care of children. Table 4.19 presents effects of deployment on the education performance of children by number of children.

**Table 4.19: Effects of Deployment on the Academic Performance of Children by Number of Children per household**

<b>Number of</b>			
<b>Children</b>	<b>Effect on Children</b>	<b>Frequency</b>	<b>Percent</b>
1	Positive effect	0	0.0
	Moderate effect	0	0.0
	Negative effect	2	100.0
<b>Total</b>		<b>2</b>	<b>100.0</b>
2	Positive effect	0	0.0
	Moderate effect	2	10.5
	Negative effect	17	89.5
<b>Total</b>		<b>19</b>	<b>100.0</b>
3	Positive effect	2	12.5
	Moderate effect	3	18.8
	Negative effect	11	68.8
<b>Total</b>		<b>16</b>	<b>100.0</b>
4	Positive effect	1	8.3
	Moderate effect	2	16.7
	Negative effect	9	75.0
<b>Total</b>		<b>12</b>	<b>100.0</b>
5	Positive effect	1	10.0
	Moderate effect	0	0.0
	Negative effect	9	90.0
<b>Total</b>		<b>10</b>	<b>100.0</b>
7	Positive effect	0	0.0
	Moderate effect	0	0.0
	Negative effect	2	100.0
<b>Total</b>		<b>2</b>	<b>100.0</b>

As shown in table 4.19, 90% of respondents who had 5 children indicated that deployment had a negative effect on educational development of children, 89.5% of participants with 2 children indicated that deployment also had negative effect, while 68.8% of respondents with 3 children indicated that deployment had a negative effect on the educational development of children. Presumably, a family of one child would

be presented with less demands compared to a family with 7 siblings. But the findings show that, in all categories of the number of children per family, the deployment had a negative effect on the education performance of children. In other words, all categories of the number of children per family faced varying challenges from the siblings as a result of deployment. Previous studies conducted on the topic have controlled on the number of children in the family, however it has been established that children aged 3 years or older had a significantly higher behavioral problems compared to children who were younger (Chartrand, Frank, White & Shope, 2008)

From the study, the findings indicate that, the absence of a parent from home has a profound negative effect on the overall welfare of a child irrespective of the number of children per a house hold. Table 4.20 presents effects of deployment on the academic performance of children by educational level of parents.

**Table 4.20: Effects of Deployment on the Academic Performance of Children by Educational Level**

<b>Level of Education</b>	<b>Effect on Education</b>	<b>Frequency</b>	<b>Percent</b>
Completed primary	Positive effect	0	0.0
	Moderate effect	0	0.0
	Negative effect	1	100.0
<b>Total</b>		<b>1</b>	<b>100.0</b>
Completed secondary	Positive effect	0	0.0
	Moderate effect	2	9.5
	Negative effect	19	90.5
<b>Total</b>		<b>21</b>	<b>100.0</b>
Completed University	Positive effect	4	10.3
	Moderate effect	5	12.8
	Negative effect	30	76.9
<b>Total</b>		<b>39</b>	<b>100.0</b>

From table 4.20, 100% of the respondents who had completed primary education indicated that deployment had a negative effect on academic performance of children, while 90.5% of participants who had completed secondary school indicated that deployment had a negative effect on education performance of children. 76.9% of

participants who had completed university also indicated that deployment had a negative effect on education performance of children, from these findings, as the level of education increased, the negative effects on children’s education reduced also. This could mean that educated parents were more likely to be involved and help their children as they study hence mitigating the negative effects. Past studies also established that parents who had attained a higher level of education were more likely to get some source of living to support their family when a partner was deployed and therefore mitigate some of the negative effects to their children’s education (Werner & Shannon, 2013),

From the study, the findings indicate that, the overall effect of military deployment as regards psychosocial wellbeing of left behind families is negative. The families go through challenges that include; stress, confusion, anger, unpredictability of routine, challenge in coping with changed roles, sleepless nights, hopelessness, restlessness, children delinquency etc render any deployment gains null and void.

#### **4.3.4. Coping Mechanisms Adopted by Families of Deployed Service Personnel**

Objective four sought to find out the coping mechanisms that are adopted by the families of the deployed service personnel during the periods of deployment. To assess this objective, respondents were requested to indicate how they coped with the following situations; added roles, when faced with financial challenges, when anxious about the absence of a spouse, when stressed about the absence of a spouse and when children become anxious about the absence of a parent. The findings on this objective are presented in the subsequent table 4.21.

**Table 4.21: Respondents coping mechanism when faced with Added Roles**

<b>Coping Mechanism</b>	<b>Frequency</b>	<b>Percent</b>
Multitasking	31	50.8
Making a schedule	3	4.9
Employing a help	12	19.7
Assistance from friends and family	11	18.0
Sharing roles with children	4	6.6
<b>Total</b>	<b>61</b>	<b>100</b>

From table 4.21, when faced with added roles, 50.8% of the participants indicated that they resorted to multitasking, 19.7% employed a help to assist with the roles, while 18.0% of the respondents sought assistance from friends and family. As a result of the military deployment, family members who were left behind had to contend with added roles by multitasking, employing house help and sought assistance from friends and families.

However, there are advantages and disadvantages of resorting to multitasking. One advantage of multitasking was about reducing the cost of hiring someone to do the job as the families handled added roles by themselves. What they needed was to manage time effectively by applying one well known principle of war called ‘concurrent activities’. By applying concurrent activity principle, one was able to accomplish more than one task at the same time such combining taking a child to school and going to work. Nevertheless, one disadvantage of this approach is that, it leaves families exhausted, sometimes confused and stressed at the end of the day there by negatively affecting the psychosocial wellbeing of the families.

On the coping mechanism of seeking assistance from friends and other family members, the strength of this option is that families make some savings both financially and in labour terms. Some friends and families offer finances while others offer physical labor. However, this option has its own weakness too. The coping mechanism encourages dependency syndrome. The problem with dependency syndrome is that it blocks one from employing creativity and initiative in problem solving. Families which rely on friends and relatives suffer most when such help become unavailable. In the absence of such help families find it difficult to rely on themselves hence creating stress, anger, uncertainty and hopelessness to themselves. Given the above scenario, seeking help from friends and relatives will in the end impact negatively on the psychosocial wellbeing of the left behind families. Table 4.22 presents respondents coping mechanisms when faced with financial challenges.

**Table 4.22: Respondents coping mechanism when faced with Financial Challenges**

<b>Coping Mechanism</b>	<b>Frequency</b>	<b>Percent</b>
Cutting down on expenses	21	34.4
Getting credits	24	39.4

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Financial planning	8	13.1
Calling the husband	3	4.9
Business activities	5	8.2
<b>Total</b>	<b>61</b>	<b>100.0</b>

From table 4.22, 39.4% of the respondents resorted to getting credits when faced with financial challenges, 34.4 % of the respondents relied on cutting down on expenses while 13.1% employed financial planning techniques when faced with financial difficulties. According to the above findings, most respondents preferred getting credits as a coping mechanism when faced with financial challenges. Getting credits would help the family cover their expenses as they await for financial assistance from their spouse. Further, the above findings indicate how left behind families cope with the challenges facing them as far as psychosocial wellbeing is concerned. A study by Orthner & Bowen (1990), indicated that unit base support in form of involving families in various activities such as businesses and education especially were some of the strategies used in mitigating financial challenges.

From the above findings, it is noted that three coping mechanisms were popular to respondents. These were, getting credit (39.1%), cutting on expenses (34.1%) and financial planning (13.1%). Looking at the most popular coping mechanism (getting credit), one major advantage and disadvantage are identified. The mechanism offers ready cash for use which is an advantage to a family with financial constraint. However the borrowed money must be paid back. Failure to pay back the money may turn out to be a source of frustration, stress, depression, restlessness, confusion, sadness and ineffective performance of the changed roles. The adopted strategy therefore may in the end have a negative impact on the psychosocial wellbeing of the left behind families.

Cutting down on expenses (34.4%) was less popular compared to getting credit (39.1%) but has more advantages in the long run. Cutting down on expenses has a disadvantage of constraining the family in terms of financial needs but has the advantage of inculcating financial discipline in the family expenditure and has no strings attached like the case of getting credit. This strategy may in the end have a positive impact on the psychosocial wellbeing of the left behind family because it

may not be the of source stress to the family. Table 4.23. Respondents coping mechanisms when anxious about the absence of a spouse.

**Table 4.23: Respondents coping mechanism when Anxious about the Absence of a Spouse**

<b>Coping Mechanism</b>	<b>Frequency</b>	<b>Percent</b>
Engaging in hobbies	16	26.2
Engaging in chores	7	9.8
Praying	17	28.7
Calling the husband	13	21.3
Avoiding anxious situation	8	13.1
<b>Total</b>	<b>61</b>	<b>100.0</b>

From table 4.23, 28.7% of respondents prayed when faced with anxiety about the absence of their spouse, 26.2% engaged in hobbies, while 21.3% called their spouses. The above findings indicate that more respondents rely on prayers as a coping mechanism when anxious about the absence of a spouse. This is largely so because most respondents are believers in God. They believe that, through prayer God will grant all that one asks Him to do. Being prayerful gives the families a sense of hope considering the uncertainties that come with military deployment such as possibility of death and injuries. Engaging in hobbies is indicated as the second most popular coping mechanism when one is anxious about an absent spouse. Hobbies such as games, reading, singing, farming etc are very useful in dispelling off anxiety, stress and hopelessness. From previous studies, getting involved in church activities and support groups helped the families that were left behind to rely on each other for support (Orthner & Bowen, 1990).

From the above findings, praying as coping mechanism during anxious moments is rated highest at 28.0% compared to engaging in hobbies rated at 26.2 %. However the two highly rated coping mechanisms are not without advantages and disadvantages that may impact on the psychosocial wellbeing of the respondents either negatively or positively. As an advantage, praying as coping mechanism has the strongest appeal to most respondents. This is because most respondents believe that God is everything to



them as He is the creator of everything that exists. Further, he is all powerful and therefore no problem is too difficult for Him. Nevertheless, there are issues that demand physical solutions not spiritual solutions. For example, anxiety may arise from lack of finances. This means finances must be provided to dispel the existing anxiety. However, praying as a coping mechanism has been found to have a positive impact on the psychosocial wellbeing of the families that believe in God. This is because prayers dispelled anxiety, hopelessness, restlessness, loneliness and anger. Table 4.24 presents respondents coping mechanisms when children become anxious about the absence of a parent.

**Table 4.24: Respondents coping mechanism when Children are Anxious about the absence of a Parent**

<b>Coping Mechanism</b>	<b>Frequency</b>	<b>Percent</b>
Buying them items	5	7.2
Giving them more playtime	13	22.0
Comforting them	21	35.1
Engaging them in activities	7	10.5
Getting the psychological assistance	15	25.2
<b>Total</b>	<b>61</b>	<b>100.0</b>

During the deployment period, many families are faced with the challenge of dealing with anxious children about an absent parent. Some children are so much attached to the absent parent to the extent that some families find it a big challenge to cope. In an effort to find out how they coped with the challenge, the above statements were presented to them and the findings are as follows: As shown in table 4.25, 35.1% of respondents indicated that they comforted their children when they were anxious about the absence of a parent, 25.2% would seek psychological help for their children, while 22% would give them more playtime.

According to the above findings, 35.1% of the respondents resorted to comforting their children whenever they became anxious about an absent parent. This coping mechanism had a higher percentage score compared to other mechanisms. The mechanism has an advantage over the rest in the sense that many children grow up through this comforting technique. Many children obey their parents through

comforting irrespective of whether they are being cheated or not. Comforting is particularly important in the sense that anxiety, anger, stress hopelessness and confusion in children dissipates. However not all children can be consoled through comforting especially those with delinquency behavior and this is its main weakness. In such cases resorting to psychological assistance becomes necessary. In view of the above mechanism, comforting is considered to have positive effect on the psychosocial wellbeing of the left behind families.

#### **4.3.5 Possible Measures that may be put in place to mitigate the effects of Deployment on Psychosocial Well-being of Families during Periods of Deployment**

Objective five sought to establish the possible measures that may be put in place to mitigate the effects of deployment on psychosocial well-being of families during periods of deployment. To assess this objective, respondents were requested to suggest measures that should be considered at the planning stage by KDF to help reduce negative effects of military deployment on left behind families. The findings on this objective are presented in table 4.25

**Table 4.25: Possible measures to mitigate Effects of Deployment on Psychosocial Well-being of families**

Possible Measure	Frequency	Percent
Counseling to the Family	51	83.6
Regular breaks to deployed troops	34	55.7
Financial support to the family	30	49.2
Facilitation regular communication with the family	11	18.0
Reduce deployment period	11	18.0
Psycho-education to the family	37	60.7
Engaging the Family before deployment	23	37.7
Others	2	3.3

As shown in table 4.25, 83.6% of the participants suggested that counseling should be provided to families to mitigate the effects of deployment on psychosocial well-being of families, 60.7%, suggested that psycho-education should be given to families on issues such as financial management, 55.7% indicated that regular breaks should be given to deployed troops, while 49.2% suggested that financial support be provided to the families of the deployed troops. Others (3.3%), suggested that families be provided with spiritual support as well as be engaged in group therapies.

According to the above findings, 83% of the respondents resorted to family counseling for purposes of reducing negative effects of deployment hence improve on psychosocial wellbeing of the left behind families. Although this measure appears popular among the respondents, it has advantages and disadvantages. The advantage is that, most respondents are church goers and counseling is available in most churches and mosques for free. Most teachings and counseling in churches and mosques are focused on morals therefore dispels many psychosocial issues. The major disadvantage of this measure is that, counseling is offered to those willing. A person who is not willing to be counseled cannot be compelled to attend counseling sessions. The measure therefore may not benefit all the left behind families.

Regular breaks for deployed troops is a popular measure also as noted in the above findings. However, it has its strengths and weaknesses too. The obvious advantage is that, deployed spouses will meet physically with the families left at home on regular basis and many family issues may be solved. Psychosocial issues such as stress, anger, loneliness, anxiety, hopelessness, frustrations, financial, performance of changed roles, unpredictability in daily routines will be sorted out. However, regular breaks might prove expensive to sustain in the end especially when considering the location of deployment.

However, from an overall point of view, the above measures and others may have a positive impact on the psychosocial wellbeing of left behind families when they are adopted by the left behind families.

#### **4.4 Summary of Chapter Four**

Findings on the demographics indicated that slightly more than half of the respondents were aged between 40 to 49 years with the majority being female.

On the effects of deployment on psychosocial wellbeing of left behind military families, research established that majority of the respondents strongly agreed that they were overwhelmed by uncertainty feelings upon learning about the impending deployment of their spouse. Further, it was established that most of the participants strongly agreed that they experienced loneliness and sleepless nights during deployment period.

The study found out that majority of the participants strongly agreed with the statement that there was deterioration in academic performance of children due to the absence of parents.

Majority of the family members of deployed service personnel resorted to multitasking, credits from financial institutions, prayers, whenever they were faced with psychosocial challenges such as added roles, financial challenges, anxiety, anger etc.

Some of the possible measures suggested by the respondents in mitigating the effects of deployment on the psychosocial wellbeing was for the defense authorities to permit regular breaks to enable troops visit their families during deployment period.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations of the study on the effects of military deployment on psychosocial wellbeing of KDF families in Nairobi within an aim of finding measures to mitigate the effects of deployment on psychosocial well-being of families during periods of deployment. The chapter begins with the discussion, followed by the conclusions drawn from the discussions and finally the recommendations arising from the study.

#### **5.2 Summary of key findings**

This section presents the summary of the research findings.

Findings on the demographics indicated that slightly more than half of the respondents were aged between 40 to 49 years (50.8%), with the females accounting for 72% of the respondents. 37.7% of the participants had been married for between 11 to 20 years, with majority of them (26.2%) having 3 children. 63.9% of the participants had completed university level of education and 50.8% were formally employed.

On the effects of deployment on psychological wellbeing of left behind military families established that majority of the respondents (82%) strongly agreed that they were overwhelmed by uncertainty feelings upon learning about the impending deployment of their spouse. Descriptive findings indicated that on average, deployment had a negative effect on the psychological wellbeing of the families ( $M=14.11$ ,  $SD=1.582$ ).

It was established that 80.3% of the participants strongly agreed that they experienced loneliness and sleepless nights. Descriptive statistics established that on average, deployment had a negative effect on the sociological wellbeing of the families ( $M=18.85$ ,  $SD=1.711$ ).

The study found out that 70.5% of the participants strongly agreed with the statement that there was deterioration in academic performance of children. Descriptive analysis

established that on average deployment had a negative effect on the educational performance of children. ( $M=30.59$ ,  $SD=6.352$ ).

Majority of the family members (50.8%) of deployed service personnel resorted to multitasking when faced with additional roles, 41% got credits when faced with financial challenges, 27.9% and 47.5% prayed when anxious and stressed about the absence of a spouse respectively, and 36.1% comforted their children when they became anxious about their parents absence.

Some of the possible measures that may be put in place to mitigate the effects of deployment on psychosocial wellbeing of families established that 83.6% of the respondents proposed counseling as a mitigating measure, 60.7% suggested psycho-education to the family and 55.7% suggested that the deployed troops be provided with regular breaks.

### **5.3 Conclusion**

According to the findings, this study made the following conclusions:

Military deployment by and large, has a negative effect on the psychosocial wellbeing of the families left behind.

For the majority of the families that were left behind after military deployment, they experienced negative effects on their social wellbeing.

On average, deployment had negative effects on the academic performance of the children left behind following the deployment of their parents.

In mitigating the overwhelming negative effects during deployment as it is inevitable, most families resorted to multitasking, prayers, counseling, psycho education, sought credits and other measures in order to survive the entire deployment period.

### **5.4 Recommendations**

The recommendations were made based on the findings of the study for policy makers and implementers and for further research. The recommendations are given as per the study objectives.

#### **5.4.1 Recommendation for policy makers and implementers**

To mitigate the effects deployment on the wellbeing of the families left behind, the following measures should be instituted:

1. Families of deployed soldiers should be provided with regular individual and group counseling in order to reduce the negative effects on the psychological wellbeing of the affected families.
2. The government should provide financial support and psycho education to the families of the deployed soldiers to mitigate the negative effects on their sociological wellbeing.
3. The government should facilitate regular breaks during deployment period and communication between the deployed soldiers and their families to enable the families spend more time together to enhance psychosocial wellbeing and academic performance of their children.

#### **5.4.2 Recommendation for further research.**

This study recommends further study on the following areas to address encountered limitations:

1. Further research should be conducted to find out the effect of deployment on the psychosocial wellbeing of the deployed soldiers.
2. Further research should be conducted to find out whether there are any benefits of deployment to left behind families.
3. A comparative study should be conducted on the effects of deployment on psychological and sociological wellbeing of the affected families
4. An exploratory study should be conducted to establish the influence of spirituality on the psychological wellbeing of families of deployed soldiers.

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## APPENDIX 1: LETTER OF INTRODUCTION

Dear respondent

My name is Moses Silali Mauka. I am a graduate student at Kenyatta University, completing a master's course in counseling psychology. I am conducting a study on "effects of deployment on psychosocial well-being of military families in Nairobi County." This study represents an important step towards understanding (in a Kenyan context) the challenges that left behind families face as well as go through during the period their spouses are away on deployment. Your response will be of great value to KDF operation planners especially in conducting future stress free deployment. The information obtained will only be used for the named study.

Please, I am seeking for your voluntary participation in my research. If you agree to participate the enclosed questionnaire should take not more than 20 minutes of your time to complete. If at any time you feel uncomfortable in answering a question, you may skip it and go to the next question or you may withdraw from the study entirely without any penalty or consequences.

Confidentiality and privacy will be observed throughout the entire period of the exercise. The information obtained will only be used for the named study. In order to ensure anonymity, do not write your name on the questionnaire. At the same time, questionnaires will be kept in a private office in order to guarantee privacy.

If you have any questions you may contact Dr. Ann Sirera on cell phone no. 0715457405, Moses Silali Mauka on cell phone no. 0721416863 or the Kenyatta University Review Committee Secretariat: [chairman.kuerc@ku.ac.ke](mailto:chairman.kuerc@ku.ac.ke), [secretariat.kuerc@ku.ac.ke](mailto:secretariat.kuerc@ku.ac.ke)

Thanking you very much for your cooperation and your time as you signify your informed consent to participate in this research study.

**Sincerely**

**Moses S. Mauka**

## APPENDIX 2: CONSENT FORM

PLEASE ANSWER FOLLOWING QUESTIONS TO THE BEST OF YOUR KNOWLEDGE

PLEASE ANSWER THE FOLLOWING BY PLACING A TICK AGAINST EITHER YES OR NO.

### HAVE YOU:

- (I) read the information in the introductory letter given to you explaining the study?..... YES or NO
- (II) had an opportunity to ask questions and discuss this study with the researcher?..... YES or NO
- (III) received satisfactory answers to all your questions?..... YES or NO
- (IV) received enough information about the study? ..... YES or NO
- (V) you spoken to the researcher concerning any of your fears about this study?..... YES or NO

### DO YOU UNDERSTAND:

that you are free to withdraw from the study and free to withdraw your data from any future analysis or publication

- at any time ..... YES or NO
- without having to give a reason for withdrawing ..... YES or NO

### I hereby fully and freely consent to participate in a study entitled:

Effects of Kenya Defence Forces Deployment on Psychosocial Well-being of their Families in Nairobi County.

- I understand the nature and purpose of the procedures involved communicated to me on a separate information sheet.
- I understand and acknowledge that the investigation is designed to improve counseling services in the KDF through an exploration of issues that affect left behind families during periods of deployment.
- I understand that a numerical code will replace my name so that my data can remain confidential.
- I allow the researcher from Kenyatta University to record and process that I provide during the course of this study unless I state otherwise. I further understand that this information will be used only for the purpose set out in the information sheet and my consent in on condition upon the researcher complying with his duties and obligations

**Signature of Respondent..... Date**



**APPENDIX 3: QUESTIONNAIRE FOR EVALUATION OF EFFECTS OF  
MILITARY DEPLOYMENT ON PSYCHOSOCIAL WELL-BEING OF LEFT  
BEHIND FAMILIES**

**Section A: Demographic information**

**Please write or tick (√) the answer as appropriate.**

1. Please indicate your Age.....
  
2. What is your sex? Male  Female
  
3. How long have you been with your spouse? .....
  
4. How many children do you have? .....
  
5. What is your Level of education:  
Completed Primary .....   
Completed Secondary .....   
Completed University (Degree/dip)...
  
6. What do you do for a living: Salaried-Employment  Self-employed   
Unemployed

**SECTION B: Information on the evaluation of the effects of military deployment on the Psychosocial well being of left behind families.**

The following 14 statements are about how you feel during the absence of your spouse. Please read each statement carefully and decide whether you agree or disagree by enriching the number in the box ahead of the statement using the following scale:

<b>Strongly Disagree(SD)</b>	<b>Disagree(D)</b>	<b>Not sure (NS)</b>	<b>Agree (A)</b>	<b>Strongly agree(SA)</b>
1	2	3	4	5

*Use the statements below to answer questions 1, 2 &3*

<b>Q1.</b>	<b>What are effects of military deployment on psychological wellbeing of left behind families?</b>					
<b>NO</b>	<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
<b>1</b>	On learning of the impending deployment of your spouse, uncertainty feelings overwhelm you.	1	2	3	4	5
<b>2</b>	Anxiety and anger becomes a common feature in the family on learning about the impending deployment of a spouse	1	2	3	4	5
<b>3</b>	Frustrations, stress and depression are a common occurrence in your life during the deployment period.	1	2	3	4	5
<b>Q2.</b>	<b>What are the effects of military deployment on social well-being of left behind spouse?</b>					
<b>4</b>	Loneliness and sleepless nights are frequently experienced during deployment periods.	1	2	3	4	5
<b>5</b>	Unpredictability of the future is a common experience during the period of deployment.	1	2	3	4	5
<b>6</b>	Changed roles as a result of deployment causes confusion in your daily routine.	1	2	3	4	5
<b>7</b>	Restlessness is a common experience during the period of deployment.	1	2	3	4	5
<b>Q3</b>	<b>What are the effects of military deployment on the performance of children during deployment.</b>					
<b>8</b>	Education performance of children deteriorates during the period of deployment.	1	2	3	4	5
<b>9</b>	Delinquency behavior in children becomes prevalent during deployment period.	1	2	3	4	5
<b>10</b>	Health status of children deteriorates during the period a parent is away on deployment.	1	2	3	4	5
<b>11</b>	Stress in children increases during the period a parent is away on deployment.	1	2	3	4	5
<b>12</b>	Maltreatment of children especially at home increases during the deployment period.	1	2	3	4	5
<b>13</b>	The quality of care of the children decreases during deployment period	1	2	3	4	5
<b>14</b>	Nightmares in children increase during the period a parent is away on deployment.	1	2	3	4	5

**Question 4. How do you cope with the effects (mentioned below) of deployment during the absence of a spouse?**

- a. With added roles.....  
.....
- b. When faced with financial challenges.....  
.....
- c. When anxious about the absence of a spouse.....  
.....
- d. When stressed by the absence of a spouse .....  
.....
- e. When children become anxious about the absence of a parent.....  
.....

**Question 5: Suggest measures that should be considered at planning stage by KDF to help reduce negative effects of military deployment on left behind families.**

- 1.....
- 2.....
- 3.....
- 4.....

*Thank you for taking your time to fill this questionnaire*

### SCORING PLAN FOR QUESTIONS 1, 2 AND 3

After the questionnaires have been responded to and collected, the scores of respondents who cycled score 1 and 2 (STRONGLY DISAGREE/DISAGREE with the statement) shall be added together and converted into a percentage. The same shall be done to the scores of the respondents who cycles 3 (NOT SURE of the statements). The scores of those respondents who scores 4 and 5 (AGREE / STRONGLY AGREE with the statements) shall be added together and converted into percentage. The obtained percentages shall be used to interpret the results in terms of psychosocial well-being of the respondents as indicated in the table below:

Serial		Strongly Disagree/ Disagree( <b>SD/D</b> ) 1 and 2	Not Sure( <b>NS</b> )  3	Agree/Strongly Agree ( <b>A/SD</b> )  4 and 5
1	Lower and upper Limits of scores in questions 1, 2 and 3.	14-28	42	56-70
2	Scores converted into %	20%-40%	60%	80%-100%
3	Converted scores interpreted in terms of psychosocial well-being	<b>Not particularly affected psychosocially by military deployment.</b>	<b>Partially affected psychosocially by military deployment.</b>	<b>Negatively affected psychosocially by military deployment.</b>