

**EFFECTS OF DEPLOYMENT OF MILITARY STAFF ON SOCIAL BEHAVIOURS
AND ACADEMIC PERFORMANCE OF CHILDREN IN THE BARRACKS IN
KENYA**

KONYANGO BEATRICE APONDI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
PSYCHOLOGY (COMMUNITY PSYCHOLOGY) DEPARTMENT OF
PSYCHOLOGY, UNIVERSITY OF NAIROBI**

2017

DECLARATION

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

.....

Date

Beatrice Apondi Konyango

C50/81447/2015

This project has been submitted for examination with my approval as university supervisor.

.....

Date

Prof. Michael M. Ndurumo

Associate Professor of Psychology Department of Psychology

University of Nairobi

DEDICATION

This work is dedicated to all families of military officers who are inspired by merit and selfless dedication to serve humankind. Foremost amongst them is my late father George Onyango who served for many years in the military but never lived long enough to see the fruits of his efforts; and to my dear mother and my siblings for devoting all the resources to support the family for a better tomorrow. I will always treasure you. This work is also dedicated to my beloved family, my husband Collins and to our sons Aaron-Michael, Jeysell-Collins and Jeyden-Hawi, for their forbearance during the entire period of this programme when I was unavailable at home. I love you all and may God bless you!

ACKNOWLEDGEMENT

The process of this Masters' degree project writing has been a wonderful learning experience in my academic life. It was filled with both challenges and rewards. The completion of my present study leads to a new beginning and a step forward in my academic endeavours. I am grateful to God Almighty who has always given me the strength and courage to surmount challenges with success. I am indebted to my supervisor, Prof. Michael M. Ndurumo, for his insightful guidance through the whole process of project writing and for proofreading and editing my manuscript. I am thankful for the corrections he made on my drafts, his continuous encouragement, support and guidance. I am also indebted to my family and friends, whom I may not mention in person, for their material and moral support which enabled me complete my Master's degree successfully. I equally appreciate the instrumental moderation I received from the lecturers in the Department of Psychology at the University of Nairobi. And to Dr. Kisa Amateshe, Senior Lecturer, Departments of Literature/Theatre Arts, Kenyatta University, thank you very much for your input. To my fellow students, Class of 2015, thank you very much for your support and encouragement. May God bless you all!

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMNS.....	x
ABSTRACT.....	xi
CHAPTER ONE:BACKGROUND TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study	2
1.4 Objectives of the Study	3
1.5 Research Questions	3
1.6 Hypotheses of the Study	3
1.7 Justification of the Study	3
1.8 Scope of the Study	4
1.9 Operational Definition of Terms.....	5
1.10 Significance of the study.....	5
1.11 Limitations of the study	6
CHAPTER TWO:LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 General Review.....	7
2.3 Empirical Review.....	11
2.3.1 Relationship between deployment and children’s social behaviours	11
2.3.2 Relationship between social behaviours and academic performance.....	16
2.3.3Effects of deployment on children’s social behaviour and academic performance	19
2.4 Theoretical Framework.....	23
2.4.1 Attachment Theory	23
2.4.2 ABC – X Model of Family Stress	24
2.5 Conclusion	25

CHAPTER THREE:RESEARCH METHODOLOGY	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Target Population.....	27
3.4 Sample Size.....	27
3.5 Sampling Procedure	28
3.6 Data Collection	28
3.7 Data Analysis	28
3.8 Validity and Reliability.....	28
3.8.1 Validity	28
3.8.2 Reliability	28
3.9 Research Procedures	29
3.10 Ethical Consideration.....	29
CHAPTER FOUR:RESULTS AND DISCUSSION	30
4.0 Introduction.....	30
4.1 Response Rate of the Respondents	30
4.2 Demographic Characteristics of the Respondents	30
4.2.1 Gender of the Respondents.....	30
4.2.2 Age of the Staff.....	31
4.2.3 Age of the Child	31
4.2.4 Length of Deployment of the Staff.....	32
4.2.5 Type of Deployment of the Staff.....	32
4.3 Effect of Deployment of Military Staff on Social Behaviour	33
4.3.1 Intense Feelings of Sadness.....	33
4.3.2 Loneliness.....	33
4.3.3 Outbursts of Anger	34
4.3.4 Obedience	34
4.4 Effect of Deployment of Military Staff on Academic Performance.....	35
4.4.1 Relocation to Different Places	35
4.4.2 Lack of Motivation	36
4.4.3 Overwhelming Responsibilities.....	36
4.4.4 Lack of Parental Guidance due to Absenteeism.....	37
4.5 Social Behaviour.....	37
4.5.1 Is Cheerful, Happy.....	38

4.5.2 Is Warm, Loving.....	38
4.5.3 Is Curious and Exploring, Likes New Experiences	39
4.5.4 Gets Along Well With Other Kids	39
4.5.5 Can Get Over Being Upset Quickly	40
4.5.6 Is Admired and Well-Liked By Other Kids.....	40
4.5.7 Shows Concern for Other People's Feelings	41
4.5.8 Is Helpful and Cooperative.....	41
4.5.9 Is Considerate and Thoughtful of other Kids	42
4.5.10 Tends To Give, Lend, and Share	42
4.6 Academic Performance	43
4.6.1 Performance In Class Is Unsatisfactory.....	43
4.6.2 Performance in class is poor.....	43
4.6.3 Performance in class is average.....	44
4.6.4 Performance in class is good	44
4.6.5 Performance in Class is Outstanding.....	45
4.7 Regression Analysis.....	45
4.7.1 Regression Analysis for the Social Behaviour	45
4.7.2 Regression Analysis for the Academic Performance	47
CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	50
5.1 Introduction.....	50
5.2 Summary of Findings.....	50
5.3 Conclusions.....	51
5.4 Limitations of the Study.....	51
5.5 Recommendations.....	51
REFERENCES.....	52
APPENDICES	57
Appendix I: Letter of Introduction.....	57
Appendix II: Questionnaire.....	58
Appendix III: Research Permit	62

LIST OF TABLES

Table 3. 1 Reliability Statistics	29
Table 4. 1 Model summary	45
Table 4. 2 ANOVA	46
Table 4. 3 Table of Coefficients	47
Table 4. 4 Model Summary	47
Table 4. 5 ANOVA	48
Table 4. 6 Table of Coefficients	49

LIST OF FIGURES

Figure 4. 1 Response Rate of the Respondents.....	30
Figure 4. 2 Gender	30
Figure 4. 3 Age of the Staff	31
Figure 4. 4 Age of the Child	31
Figure 4. 5 Length of Deployment of the Staff.....	32
Figure 4. 6 Type of Deployment of the Staff.....	32
Figure 4. 7 Intense Feelings of Sadness.....	33
Figure 4. 8 Loneliness.....	33
Figure 4. 9 Outbursts of Anger	34
Figure 4. 10 Obedience	34
Figure 4. 11 Relocation to Different Places.....	35
Figure 4. 12 Lack of Motivation	36
Figure 4.13 Overwhelming Responsibilities.....	36
Figure 4. 14 Lack of Parental Guidance due to Absenteeism.....	37
Figure 4. 15 Is Cheerful, Happy.....	38
Figure 4. 16 Is Warm, Loving.....	38
Figure 4. 17 Is Curious and Exploring, Likes New Experiences.....	39
Figure 4. 18 Gets Along Well With Other Kids	39
Figure 4. 19 Can Get Over Being Upset Quickly	40
Figure 4. 20 Is Admired and Well-Liked By Other Kids	40
Figure 4. 21 Shows Concern for Other People's Feelings	41
Figure 4. 22 Is Helpful and Cooperative.....	41
Figure 4. 23 Is Considerate and Thoughtful of other Kids	42
Figure 4. 24 Tends To Give, Lend, and Share	42
Figure 4. 25 Performance in Class Is Unsatisfactory (0% - 20%).....	43
Figure 4. 26 Performance in Class Is Poor (21% - 40%).....	43
Figure 4. 27 Performance in Class Is Average (41% - 60%).....	44
Figure 4. 28 Performance in Class Is Good (61% - 80%)	44
Figure 4. 29 Performance in Class Is Outstanding (81% - 100%).....	45

ABBREVIATIONS AND ACRONYMS

ANOVA	- Analysis of Variance
DOD	- Department of Defence
NACOSTI	- National Commission for Science, Technology and Innovation
OAF	- Overview of Army Families
ODS	- Operation Desert Storm
SPSS	- Statistical Package for Social Sciences
U.S.	- United States
USDD	- United States Department of Defence
USDVA	- United States Department of Veteran Affairs
WWII	- World War II

ABSTRACT

Deployment of officers has numerous conceivable effects on the members of the service and their families. Deployment attitudes and experiences could affect the service members' decisions to stay in the military and inability of the families to manage the separation period successfully results to ineffective functioning in the roles of the service members. The general objective of this study was to investigate the effects of deployment of military staff on the social behaviours and academic performance of military children at Kenyan barracks. The specific objectives of the study were to determine the effects of deployment of military staff on children's social behaviour, academic performance and to determine the relationship between deployment, social behaviour and academic performance of military children. The study was undertaken at a Barracks in Kenya. For the purposes of confidentiality, the name of the Barracks where this research was carried out is withheld throughout this study. The study used quantitative methods and sampling of the respondents was done using stratified sampling method. The study targeted spouses of the deployed military staff, their children and teachers at Barracks schools. Sample size was 97 respondents. The study used questionnaire as the instrument of data collection. Coding and cleaning of data was done for consistency, accuracy and effectiveness and then analysed using SPSS package. From the study findings, 54% of the military staff whose households were selected for the study were male, 26.6% were within the age bracket of 30 to 35 years, 52% of the children were aged between 10 and 13 years, 26.6% had been deployed for two months while 26.67% of the officers were in their second tour of duty/deployment. The study further established that 33.3% of the children whose parents were deployed showed intense feelings of sadness and that 37.8% of the children were occasionally lonely. Moreover, the study established that relocation never affected the academic performance of 34.4% of the children whose parents were deployed. Findings also indicated that 37.8% of the children whose parents were deployed were occasionally curious and exploring and occasionally tended to give, lend and share. Additionally, 38% of the children performed poorly with only 7% and 10% performing good and outstanding respectively all the time. Regression analysis results showed that deployment of the military staff affected the social behaviour and the academic performance of the military children significantly. Furthermore, there was a negative and statistically significant association between deployment and social behaviour and also between deployment of military staff and academic performance. Since military parental absenteeism is challenging for most school age children, the study recommends expansion efforts aimed at educating school staff members on handling the military children and building of psychological and behavioural health service capacity which could increase military counsellors.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Gigantic strain can be put on the family framework when there is an isolation of a part for an obligation related task (Amen, 2007). The inability of the families to manage the separation period successfully results into ineffective functioning of the roles of the service members. Therefore, both the military institutions and the families should guarantee that the families can adapt to routine partitions (Van Breda, 2007).

Studies done in the U.S. have indicated parental absenteeism which is military-induced have varying impacts on military personnel children. According to Rose (2005), there are higher levels of internalizing behaviour which includes great depression and anxiety which are linked to parental absenteeism. Further, there is scholastic execution decay (Hiew, 2009; Orthner & Rose, 2005; Huebner & Mancini, 2005) leading to challenges in academic performance, and extraordinary sentiments of trouble, depression, desertion and outrage (Amen, 2007; Rosen & Teitlebaum, 2011).

(Orthner & Rose, 2005; Kelley 2004; Watanabe & Jensen, 2010) found that the effects have likewise been observed to be to some degree fleeting and more often than not die down subsequent to post-organization period. In any case, Jensen and Shaw (2012) signified that, important endeavours have concentrated on the military life and arrangement effect on the companion and family in general and little consideration has been centred on the youngster part of the military family. Moreover, enquiry on the view of epidemiologic techniques have additionally affirmed that psychopathology levels of in military kids are at or beneath levels revealed in investigations of the regular youthful populace.

There is no confirmation so far with regard to a military household disorder or that demonstrates existence of extensively higher degrees of psychopathology in the military household's kids. All things considered, that does not nullify the likelihood that offspring of the military might be efficiently presented to differing hazard factors and related stressors like the parent arrangement diminishing their prosperity state (Palmer, 2008; Booth, Segal & Bell, 2007). Although military families' children experience similar processes in the development and motivation as their civilian counterparts, parental absenteeism and frequent

relocations geographically are some of the unusual developmental pressures experienced by them. These demands affect each stage of a child's growth and may disrupt their normal progress (Watanabe, 2010). The uncommon stresses of the life of military pose a test to the youngsters' adjustment and adapting (Jensen, 2012) and the degree to which kids encounter the stressors and its effect on their well-being, differs depending on particular factors (Kelley, 2011).

1.2 Statement of the Problem

Deployment of officers has numerous conceivable effects on the members of the service members and their families. Attitudes and experiences related to deployment may affect the decisions of the service members to remain in the service. Staying in the service is dependent on the experiences whether positive or negative. There is a likelihood of resignation of those who feel the service is taxing them physically and emotionally (Hosek, Kavanagh & Miller, 2006). Physical injuries, devastating psychological or cognitive injuries like gloom, awful mind damage, and post-horrible anxiety issue are some of the injuries that the service members return from deployment with (Tanielian, Schell, Marshall, Burnam, Eibner, & Jaycox, 2008). In spite of these probable effects on their families, there is a dearth of studies to date specifically on the influence of military placement on the social behaviour and academic performance of their kids in Kenya. This, therefore, leads to asking whether deployment has an impact on the social behaviour and academic performance of military children in the Kenyan context.

1.3 Purpose of the Study

The reason for the examination was to research the impacts of deployment of military staff on the social behaviours and academic performance of military children at a barracks in Kenya. For the purpose of confidentiality, the name of the Barracks where this research was carried out is withheld throughout this study.

1.4 Objectives of the Study

The study objective was to:

- i. Determine the effect of deployment of military staff on social behaviour of their children.
- ii. Establish the effect of deployment of military staff on the academic performance of their children.
- iii. Ascertain the relationship between deployment, social behaviour and academic performance of children of military staff.

1.5 Research Questions

The focus of the research was on the below questions:

- i. To what extent does deployment of military staff affect their children's social behaviour?
- ii. To what extent does deployment of military staff affect their children's academic performance?
- iii. To what extent do deployment, social behaviour and academic performance of children of military staff relate?

1.6 Hypotheses of the Study

The below hypotheses were formulated for the study:

- i. Deployment of military staff affects their children's social behaviour.
- ii. Deployment of military staff affects their children's academic performance.
- iii. There exists a relationship between deployment, social behaviour, and academic performance.

1.7 Justification of the Study

In the midst of increased worry about the wellbeing and psychological wellness of administration individuals coming back from Operation Linda Nchi (Somalia), little is thought about the effect of administration individuals' arrangement on youngsters and families or their post-sending encounters. As of now, an arrangement of the military has a tendency to be rehashed and broadened which raises worries that the effect may be extensive to the members of the service and their households.

Research that has been carried out in the U.S. examining the effect of arrangement on the kids has concentrated overwhelmingly on Regular Force families including a conventional family structure. Recently, maternal deployment effect on children including the reserve families has also been focused by the researchers. Orthner and Rose (2005) did an investigation on the change of kids to the sending of their military parent where the investigation depended on the 2004-2005 U.S. Overview of Army Families (OAF). Findings indicated that about half (49%) of the children whose parents remained home had coped either well or very well with the parent's separation. Comparatively, a fifth of the children had adjusted either poorly or very poorly to the deployment.

In the examination of the most distinguished issues among the kids, the discoveries showed that dread of what could happen to the parent (37%) and bitterness (35%) was the most across the board for every one of the kids. Further, the investigation set up that forceful conduct is particularly dangerous for youngsters' matured three to ten and was found to proceed for a fifth of youths. Moreover, there were misery and scholarly troubles in around one out of four youngsters and one out of five offspring of school age separately. Be that as it may, there was a rather quick adjustment on these children upon reunion with their separated military parent (Orthner & Rose, 2005).

It is important to carry out a study on understanding how children and families are faring on so that the probable programs and support resources can be identified. Also, this can be useful in designing the programs that can be used to meet these families' needs during and after deployment. This study is a representation of an initial step in seeking to fill this research gap by establishing the effects of deployments on the social behaviour and academic performance of military children in Kenya.

1.8 Scope of the Study

The survey assessed the well-being of military children on two indicators: social behaviour and academic performance. The behavioural indicator covered the extent to which the youngster occupied with battling, showed animosity, carried on, got into inconvenience, has been ousted or expelled from school, argued and declined to tune in or take after bearings. The scholarly marker measured the execution of the kids in school and did an appraisal on the capacity of the youngsters to viably get a handle on the material and prevail in a scholastic domain.

1.9 Operational Definition of Terms

Social conduct: It covers practices running from physical to enthusiastic that we convey in and furthermore the way we are affected by morals, states of mind, hereditary qualities and culture (Psychology Glossary, 2016)

Scholastic execution: The aftereffect of preparing is how much an understudy, instructor or association has fulfilled their informational targets. This investigation received the finish of term comes about as the pointer of execution (Gifford, 2011).

Organization: The migration of powers and material to wanted operational zones. It incorporates all exercises from source or home station through goal (ILO, 1998). *Military family:* The companions and ward youngsters (age 22 and more youthful) of men and ladies on the dynamic obligation (United States Department of Defense, 2016).

1.10 Significance of the study

In order to deploy the military staff, perception of the effectiveness on social behaviours and academic performance of children in the barracks should be put in place. The study recommendations would therefore be significant in helping the policy makers and social planners in making or re-evaluating existing guidelines to help the military staff understand the importance and their effect towards children's education in the barracks as well as individual growth, development and social interaction.

Further, it was anticipated that the findings of this research would offer useful information to professionals such as social workers, probation officers, KDF soldiers, clergy and educators, all of whom are charged with the responsibility of training, guiding, counselling and rehabilitating the youths. The findings of this study could also assist the education policy planners in implementing, strengthening and allocating adequate resources and facilities to improve the academic performance of the children in the barracks. Results also could be used to review the basic paramilitary training programme on social behaviours between school children and the military staff. The study findings could provide useful information to the Department of Children's Services for the proper training of young Kenyans in nation building activities, vocational training and practical skills in different barracks of Kenya and outside Kenya.

1.11 Limitations of the study

There was a challenge in communicating with the respondents face to face because of different working schedules and work stations. This was overcome by booking of appointments on mail with respondents and requesting for their time to fill in the questionnaires.

Some of the respondents were reluctant to give information for fear of intimidation. It was made clear that the information about the respondents would not be disclosed to the management neither would it pry into their personal lives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter re-evaluated literature pertinent to the research's focal area on deployment of military staff and effect on the social behaviour and academic performance of military children.

2.2 General Review

According to De Voe and Ross (2012), deployment is defined as the period that commences where a soldier starts out for an overseas battle mission and ends when ending with their return. Deployment has various effects not only on the members deployed but also their families. Pincus (2007) developed the Emotional Cycle of Development Deployment. According to the Emotional Cycle of Development, deployment can be divided into 5 phases (MacDermid 2006 and Pincus *et al.* 2007). They are the pre-deployment, deployment, sustainment, redeployment and post-deployment stages. Each of these stages is categorized by a time frame and emotional challenges that are specific and those family members ought to deal with. Members deployed experience several pressures, obstacles, and challenges. Some of them include having to go through trainings that are strenuous and physical trials, an intense pace of working sometimes for long hours, breaks that are not frequent and little free times, little privacy and close quarters, risky environmental conditions, lack of certainty, exposure to dangerous situations and separation from friends and members of family (Hosek *et al.*, 2006). Intense trauma is also experienced in form of observing death and/or injury of comrades and civilians, close-range combat, detonations and resultant injuries, and contact with bodies that are decomposing (Tanielian & Jaycox, 2008; Hoge *et al.*, 2004).

Survey data has steadily indicated that among the leading motives why soldiers consider exiting the military is the length of time that they are separated from family. A negative impact of deployment on the significant other and his/her family has also been suggested by research, although majority of the spouses reported that they did not have any issues dealing with absences not exceeding six months. Whereas it is clear that retention is impacted upon by family considerations, there are other aspects of a military career other than deployment that play a role; they frequent movements and separations resulting from other reasons other than deployment. Although there is no clarity on the subsequent consequence of this on

reenlistment, deployments also affect the health of the soldier. In regards to morale, finances, and readiness and other personal areas, the effect of deployments has been equivocal. Low morale has often been associated with poor management of deployments. Limited time with family members just before and subsequent to deployments, general perception of unfairness in the manner in which deployment is accomplished and failure to manage financial burdens arising from the deployment are some of the common deployment issues. The sum of Quality of Life factors, according to Sticha *et al.* (1999), merge to create individual attitudes that are more global such as job satisfaction and increased morale and that retention, consequently, is affected by these attitudes. These global factors include marriage and family life, earnings, living standards and healthiness. Sinclair (2004) provided some support for this through his findings that global constructs of commitment to the military and job satisfaction yields the strongest effects on retention intentions even though there were some direct influence of Quality of Life factors.

Military deployments and separations linked to their duty are extensively documented and recognized stressors affecting families of service members and are an important characteristic of the life of the forces (Weins & Boss, 2006). Military staff children do not only face prolonged separation and the possibility of the parent loss due to the deployment of the member of the service but also experience significant changes and distractions in the organization and family life management daily (Mmari, Roche, Sudhinaraset & Blum, 2009). Accordingly, during the separation period, parent-child interactions quality is also negatively affected since there is a likelihood of experiencing a considerably little contact with the absent parent whereas the available parent may be under intense stress affecting their well-being (Palmer, 2008).

Research carried out in the U.S. indicated short-lived emotional and behavioural signs in the family members where the absenteeism of the parent was less than a year. Parental absenteeism for longer periods, frequency or in warfare conditions posed persistent effects (Booth, 2007). For instance, Rohall, Segal and Segal (2009) denoted that there was higher family adjustment where the deployment was for seven months compared to where deployment was for 19 months. There were also positive impacts noted during the period the parent was absent on the child development. For instance, there was increased individual independence and responsibility, higher levels on self-confidence among the adolescents,

enjoyable home life resulting from fewer normative constraints and higher participation in the family functioning (Ender, 2006).

Further studies from the U.S. indicated that parental absenteeism, which is military-induced, has varying impacts on the military personnel children. Some of the outcomes indicated by the children connected to parental separations are higher levels of internalizing behaviour which includes anxiety and intense depression (Levai, Kaplan, Ackermann & Hammock, M 2005; Jensen, 2009; Jensen, 2006), reduced performance in academics (Huebner & Mancini, 2005), abandonment and anger, experiencing intense feelings of sadness, loneliness (Amen, 2008; Huebner & Mancini, 2005) and acting out and external behaviours manifestations (Chartrand, Frank, White, & Shope, 2008; Huebner & Mancini, 2005).

An investigation of the connection between motherly modification and behaviors of children in a deployment was done by Kelley (2002). Data were collected from 61 mothers who had children had ages between 5 and 13 and their husbands were through with deployment of six months in the Navy. Responses were taken from the participants at three stages; prior to deployment, during deployment and after deployment. Findings indicated that kids from fathers who experienced deployment during peacetime displayed greater internalizing and externalizing conduct before deployments which reduced with time. The survey concluded that a comparatively short period of routine fatherly absence with conditions that were peaceful is linked with short-lived emotional and behavioural hardships in the children. There was an improvement in the children's behaviour of this age group with regular routines development, re-established communication patterns of mother-child and reduced mid-deployment disruptions relative to the father's return and the period before deployment (United States Department of Defence, 2011).

An investigation was done by Huebner and Mancini (2005) on adolescent's encounters in families in the forces who were deployed. The study was inclusive of 107 adolescents whose ages were between 12 and 18 participating in the sessions of focus groups. The study findings indicated that adolescents whose parents were deployed showed outcomes that were negative. For instance, there was a decline in the academic performance of many adolescents. Further, there was a tendency in hiding and withdrawal of the emotions by the adolescents, lashing out in anger and high levels of disrespect, the requirement to act older, depression and worries were often experienced about the deployed parent.

A study was done by Chartrand et al. (2008) on military deployment influence on young children's behaviours who were aged between 18 months and five years. They did a cross-sectional survey of childcare givers and parents of 169 families. Sampled children were separated into two discrete groups that are deployed and non-deployed group during data collection period. Findings denoted that there were high behavioural symptoms on the children whose parents were deployed between the ages of three to five compared to the non-deployed parents. Moreover, there was a difference on the reactions of the children aged between 18 months to three years of the deployed and non-deployed parents. In particular, children from the deployed parents were found to have high behavioural problems compared to those from non-deployed parents.

Rosen and Teitelbaum (cited in United States Department of Defence, 2010) analysed children's responses to the deployed parent during the Operation Desert Storm (ODS) war in Iraq. 1,060 children's psychological profiles were obtained which was based on the report from their parents who remained at home. The study findings showed that there were instances of sadness and sleeping disorders which were not considered by most parents as counselling issues. Counselling was only done to those children who had a history of emotional problems. The key factor in noting the children's symptoms levels was the other members of the family. This study suggested the existence of a relationship between psychopathology of the parent and the psychiatric symptoms numbers that were reported for children.

A study on the ODS impacts on the military parents and children was carried out by Amen, Jensen, Merves and Lee (United States Department of Veteran Affairs, 2013). They did a comparison of the children and families with deployed parent and those without, before and in the course of ODS. Reports from the self and parents' instruments were administered regarding children and the running of the family and stressors of life to 383 children and the parents who remained at home. Findings showed that both the children and their parents of the members who had been deployed experienced symptoms of depression that were elevated self-reported. Additionally, there was remarkably intervening stressors in the previous year in comparison to the non-deployed personnel children and families. When baseline levels of the measures before deployment were significantly controlled, the differences remained. Controlling variables like children's age and the rank of the military parent did not show any

difference. When families without a deployed member were compared to those with deployed personnel, there were significantly more intervening stressors.

In general, there were no differences in the variables shaping the outcomes among the deployed and undeployed parents' children such as community and family supports presence or absence, family stressors and parental psychopathology. Further, deployment effects were observed on the boys and younger children. There is a general contention by researchers that problems of the kids during the deployment period is best comprehended as family problems since both the children and the parents of the deployed staffs have amplified family stress levels. This means that there is an intertwining of the functioning of the children and the remaining spouse. There, is therefore, a correlation between the family stressors and parental psychopathology levels and the outcome of the deployed personnel children and therefore provision of assistance to the whole family should be done so that multiple needs of the family are addressed.

A longitudinal study carried by Kelley (2002) where 154 mothers who were in active-duty in the Navy and their kids were interviewed. Data collection measures included the behaviour of the kid, level of anxiety when there was separation by mothers and the attachment of the mother and child before and after deployment. This was similarly done on the child caregivers. The sample was divided into those deployed and those not as the control group. Mothers who were deployed were scheduled for 60 days and those in the group which was not deployed were assigned to shore duty and did not anticipate they would be deployed in 12 months' time. Results showed that young kids whose mothers were deployed had the vulnerability to experience anxiousness and grief and about 12% of young kids had a probability of experiencing clinical levels of internalizing behaviour. Moreover, there was no indication of improvement in the behaviours of the younger children within the period of deployment which suggested that the young children's development levels may prohibit their understanding ability on time regarding their mothers' return or future deployments.

2.3 Empirical Review

2.3.1 Relationship between deployment and children's social behaviours

A child's stage developmental stage, age and presence of any pre-existing psychological or behavioural problems are some of the broad factors that determine their responses to the deployment of their parents. Anxiety from separation, bad tempers, and eating habits changes

may be exhibited by very young children whereas mood swings, physical complaints and declining academic performance may be experienced by school-age children. Anger and acting out, or withdrawal and showing apathy signs are common with adolescents (American Psychological Association Task Force on Military Deployment Services (2007).

Especially for young children (Lincon, Swift & Shorteno-Fraser, 2008), a critical aspect impacting on the distress level of the child is the at-home parent's mental health. Children acknowledged as "high risk for psychological and behavioural problems" are likely to belong to parents reporting clinically significant stress (Flake, Davis & Johnson and Chartrand et al., 2008)

A good number of children appear to be coping well with deployment, however some students are affected in terms of their ability to function well in school by their anxiety associated with parental absenteeism, increased household tasks, poor psychological health of some in-home parents, and inadequate access to mental health services (Chandra et al., 2010).

A number of individual factors and family factors affect children's reactions to the deployment of their parents. The individual factors include personality, age, and stage of development while the family factors comprise deployment duration, composition of the family, the total Service time of the member being away, financial situations, family neighbourhood, transfer and other family stressors (Barker and Berry, 2009). Age and developmental stages are generally the key determinants of children's reactions and how they adjust to parental deployment (Amen et al., 1988; Murray, 2002; Stafford and Grady, 2003). Concurrently, the reactions of children to deployment of parents display a strong association with functioning of the family through deployment, and in particular, the responses of the non-deployed parent (Watanabe & Jensen, 2000).

According to a new research, younger children between ages 3 to 5 years with parent deployed to a war zone, as compared to their peers without deployed parents, exhibit more behavioural symptoms than even after any stress or depression in the non-deployed parent was controlled for. In most cases, the behaviour is conveyed as externalizing symptoms, such as difficulties in attention and aggression. However, children may have internalizing symptoms, such as eating disorders, anxiety and depression, somatic complaints, and

withdrawal, whose detection can be hard. The researchers studied both childcare providers and parents of kids 18 months to 5 years old who were enrolled in a military childcare centre within the base from May to December 2007 in an attempt to test the influence of parents' deployment on the very young children's behaviour.

Clinically Significant Symptoms were shown by one in 5 Children. The survey sampled 114 children without a deployed parent and 55 with a deployed parent. It was the child's father who was deployed in 92% of the cases. During the study, 3.9 months was the average length of time that the parents had been deployed. Parents filled in the Child Behaviour Checklist (CBCL) survey for each child, and Child Behaviour Checklist Teacher Report Form (CBCL-TRF) completed by the child's caregiver to assess symptoms of externalizing and internalizing behaviour. Stratified sampling based on age was used to get 2 groups: 3 years and younger and 3 to 5 year bracket. Kids within 3 to 5 brackets with a parent deployed (n = 31) had externalizing and total-symptom scores that were significantly greater than their peers without a parent deployed (n = 65). Approximately 1 in 5 had clinically significant scores on the CBCL and the CBCL-TRF among the 31 children 3 to 5 years with a deployed parent. There was a trend to lower CBCL externalizing-symptom scores among children 18 months to 3 years. The relationship was reported by caregivers as well as parents and even after researchers controlled for the non-deployed parent's stress and depression symptoms, the association persisted.

Internalizing behaviours, such as worry about the safety of the deployed parent and media coverage sensitivity and war rumours was more likely to be exhibited by school-aged children as compared to pre-schoolers. This is because they have increased maturity, social and cognitive (Orthner & Rose, 2005), raised anxiety levels and external behaviors (Lester et al., 2010), and decreased academic performance (Lincoln, Swift, & Shorteno-Fraser, 2008; Engel, Gallagher, & Lyle, 2006). More than half of children were reported to have had sadness and behavioural problems experience at home according to a survey of kids between 3-12 years of age during ODS. Even though most often the increase did not get to a clinical level of the symptoms, deployment was however found to mildly increase psychological symptoms children, (Jensen, Martin, & Watanabe, 1996). According to a recent survey with 5-12 year old school-age children of parents deployed during OEF/OIF, those who were found to be "high risk" for having psychosocial functioning problems with 32% (almost one third). As compared to externalizing behaviours, the internalizing behaviours were more

commonly observed. Compared to the national normative scores, the reported level of psychological distress experienced by children was twice as much (Flake, et al., 2009).

Several surveys have observed the explicit deployment effects since the twin towers attack in 2001 on various age groups of children. Higher emotional problems are found to be experienced by adolescent children of deployed soldiers and the rates are found to increase depending on the total length of deployment in months (Chandra et al., 2010). A study carried out on deployed soldiers' spouses indicated that 33 percent of children within the 5 – 12 age bracket were at great risk of psycho-social problems especially where parents had high parenting stress levels (Flake, Davis, Johnson & Middleton, 2009). A study by Chartrand et al (2008) which investigated children that were 3-5 years denoted that there were more behavioural problems of children with deployed parents compared to the non-deployed parent. There is also increased maltreatment and neglect of the child during parent deployment especially in instances where the non-deployed parent is a civilian woman (Gibbs et al., 2007).

Studies carried out on the differential responses of children in regard to deployment have given mixed results. Both the younger and older children experience negative behavioural effects where girls have been found to experience higher difficulties with reintegration (Chandra et al., 2010). Young and less educated parents had a higher likelihood of having children with psychological and health problems when the parent was deployed (Flake et al., 2009). There are also varying differences based on the composition of the soldier and the rank they have. (Casteneda et al., 2008) argued that there was better coping for the spouses of reserve officers than those of reserve enlisted soldiers. Prior research also suggested that active and reserve component soldiers' families had varying deployment experiences. For instance, as compared to spouses of active-duty soldiers, the emotional well-being of spouses of reserve Component soldiers was poorer emotional (Chandra et al., 2011).

Studies have shown that the quality of the relationship between a parent and their child impacts the child's emotional and social outcomes. According to Thompson (2008), children with secure attachments to their parents have been shown to exhibit better pro-social behaviours hence have better peer relationships, greater ego resiliency and longer attention spans. On the other hand, children with insecure attachments have been shown to likely exhibit internalizing and externalizing behaviours as a coping mechanism (Bureau & Moss,

2010; Greenberg, Speltz, Deklyen, & Endriga, 1991; Moss et al., 2004; Shaw & Vondra, 1991).

According to studies by (Flake, et al., 2009; Lester, et al., 2010; Morris & Age, 2009) on children from various sections of the military, findings show that externalizing behaviour problems is not exhibited by those with deployed parents more than those of nondeployed parents. Children's ages, however, may have a connection with the impact of parental deployment on behaviour problems. Even though surveys on older children (above 6 years) produce mixed results (Chandra, Lara-Cinisomo, et al., 2010; Lester, et al., 2010; Mmari, Roche, Sudhinaraset, & Blum, 2009), two survey on children under five found that increased behaviour problems had a connection to experiencing a parental deployment, especially for those children who'd experienced parental deployment at least once in the past (Barker & Berry, 2009; Chartrand, et al., 2008). These studies seem to indicate that the behaviour of younger children's is likely to be affected more heavily by deployment of parents especially multiple ones.

A recent review, Creech and colleagues (2014) examined 42 studies (published after 9/11) that had a focus on the deployment influence on children and parental outcomes. 28 of those studies focused directly on children's and non-deployed parents' well-being during the actual deployment. The findings suggested that deployment is related to increased emotional and behavioural difficulties in children and more stress associated with parenting for the nondeployed spouse. Additionally to the studies cited in the review by Creech and colleagues (2014), other studies have also found increased levels of stress, as well as depressive symptoms in spouses who have a partner deployed (Burrell, Adams, Durand, & Castro, 2006; Drummet et al., 2003; Dursun & Sudom, 2009; Hoge, Castro, & Eaton, 2006; Warner, Appenzeller, Warner, Grieger, 2009). While there appears to be some discrepancy within the literature regarding the association between deployment and child outcomes, the minimal association between deployment and child outcomes found in some studies may be related to limitations such as sizes of samples, lack of a comparative sample, and the use of non-standardized measures (Card et al., 2011; Creech et al., 2014). Moreover, the elevated level of danger and the necessity of repeated deployments associated with combat missions since 9/11 may also be a contributing factor to the negative impact of deployment on child adjustment found in many studies conducted in the last decade (Creech et al., 2014).

Although there is evidence to suggest deployment negatively affects child outcomes, the pathway through which this occurs is unclear.

2.3.2 Relationship between social behaviours and academic performance

Academic achievement's powerful predictor is often the social competence during childhood. Children who are manage to gain acceptance from their peers or who exhibit pro-social and responsible behaviour in school have a tendency to achieve more unlike those children who are socially rejected (or lack social skills) and aggressive children who appear to more likely be at risk of failing academically (Dishion, 1990). These behavioural and interpersonal competence forms are often significant predictors of a child's ability than their intellectual ability or capacity. Intellectual accomplishments have been seen to have a connection with intrapersonal aspects of social competence such as setting social goals, capabilities in solving problems, and social support and trust feelings (Wentzel, Feldman, & Weinberger, 1991)

A number of studies have demonstrated the association between behaviour and academic achievements. Challenging behaviour and academic underperformance are clearly linked predictively and concurrently, according to the balance of evidence from long-standing research in western literature (Hinshaw, 1992). Two points of view can generally be used to explain link between the two variables. First is "common-developmental-antecedent" explanation. The connection between academic achievement and behaviour problems, according to those who hold this view, is that it is impacted upon by either genetic or intrapersonal factors (Gayan & Olson, 1999; Rhee & Waldman, 2002) or environmental antecedents (Ary, Duncan, Duncan, & Hops, 1999; Richman, Stevenson, & Graham, 1982). "Causal relation" explanation is an alternative view. The causal association between academic performance and problematic behaviour can be explained by three suggested plausible models. Underachievement leads to problematic behaviour is the first model (McGee, Williams, Share, Anderson, & Silva, 1986; Stevenson, Richman, & Graham, 1985). Hence, poor achievements in academic space leads to self-esteem loss, lower school commitment and disappointment resulting in delinquency and antisocial conduct. The second is that underachievement is preceded and caused by problem behaviour (Dishion, 1990; Jorm, Share, Matthews, & Maclean, 1986; Sanson, Prior, & Smart, 1996). The following is the explanation of the mechanism. Due to spending more time acting out or being punished for aggressive behaviour, the amount of time children are engaged in learning activities that are meaningful is reduced. Children who are aggressive may have less inclination to put in more

effort on academic tasks as a result of developing negative relationships with both colleagues as well as teachers or bad feelings about school. (Arnold, 1997; Wentzel & Asher, 1995). According to (Arnold, 1997; McMichael, 1979), each domain leads to the other is the third one. Putting it differently, the causal association between challenging behaviour and school performance is bidirectional rather than unidirectional. This view embraces that when frustrations increase on poor learners, their antisocial conduct goes up, which ends up disrupting the learning processes, creating more rounds of antisocial problems, and so on. Deducing from this indication, a prediction may be made that lack of problematic behaviour is clearly associated with high academic achievements and either “causal relation” or the “common-developmental-antecedent” mechanisms should be applied to explain the connection between the two variables.

According to Simpson et al (2011), problems for students and challenges for educators are posed by anxiety and aggressive emotional styles. To avoid challenging their teachers and interrupting instructional process, students with internalizing behaviour problems don't often pay attention to them (Lane, 2007). Academic performance, social relations, self-confidence, and life skills will be affected if such problems are left undiagnosed (Goldman, 2009). Additionally, internalizing and externalizing behavioural problems are closely connected to difficulties in academics (Arnold, 1997; Frick et al., 1991; Hinshaw, 1992). For example, Hinshaw (1992) informed that anti-social behaviours and delinquency are considered as the stronger correlates with low academic achievement during adolescence whereas inattention and hyperactivity are the stronger correlates of academic achievement problems than aggressive behaviours during childhood. Report from a preliminary study by (Soomro & Clarbourn, 2010) indicates that, as compared to normal school children, adolescents who are diagnosed with disorders of externalizing and externalizing who are attending psychiatric clinics scored higher on malevolent aggression and social anxiety respectively. According to (Masten et al., 2005), there is less consistence in available evidence linking academic achievements with externalizing problems over time. For instance, studies that link academic achievement to these problems suggest that objective and perceived academic failures in an manner that is inconsistent are related to externalizing symptoms changes (Chen, Rubin, & Li, 1997; Cole, Martin, & Powers, 1997).

The social behaviour of children has the ability to either encourage or weaken their learning, according to Sarah Miles who was a Stanford School of Education doctoral student. In addition, their social behaviour may be influenced by their academic performance. According to the survey, there is interconnection between social and academic domains of school life. The study suggests that there is need to look beyond the specific problem in order to seek a remedy for children who are having problems in school. Therefore, it is important to have an early intervention to prevent spread of difficulties from one area to another, particularly for children from low-income households with highest risk of failure in school.

Theoretically, a student who is well-adjusted, socially accepted and who exhibits a positive orientation to his/her school is more likely to remain academically engaged and less likely to encounter behavioural difficulties (Dryfoos, 1990). Students who display more conducive classroom behaviours are more likely to feel a stronger sense of connection to their school and share more positive relationships with their teachers. A study by the National School Climate Council (2007) found that an individual's relationship to school is shaped by the patterns of norms, goals, values and interactions experienced throughout the ongoing teaching and learning processes, all of which contribute to one's overall perception of school climate. Compelling arguments have been made to establish a student's relationship to school as a predictive factor of academic outcomes (Cohen, McCabe, Michelli, & Pickeral, 2009; Pallas, 1988). Throughout these studies, common themes emerged in how students described a positive school climate, including respect for all members of the school community, fair and consistent discipline policies attention to safety issues, and positive relationships with teachers (Haynes, Emmons, & Comer, 1993; Kuperminc, Leadbeater, Emmons, & Blatt, 1997).

Studies of aggression have shown consistent findings. These studies indicate that boys display more acts of overt aggressive behaviour than girls (Knight, Fabes, & Higgins, 1996; Ruble, Martin, & Berenbaum, 2006). Girls, on the other hand, have been found to engage in social or relational aggression (i.e., behaviours intended to harm other's friendships through purposeful manipulation or damage to relationships and social status) more than they engage in physical aggression, however it remains uncertain whether they perform these behaviours more than boys do (Underwood, Scott, Galperin, Bjornstad, & Sexton, 2004). Not surprisingly then, overt aggression tends to be most effective in damaging what is valued in boys (dominance-oriented goals), whereas girls who typically value the close relationships

establishment, are more susceptible to relational aggression, aimed at damaging friendships (Block, 1983; Crick & Grotpeter, 1995).

Studies examining sex differences and the potential impact they may have on prosocial development have indicated girls are more accurate in decoding others' emotions, show a greater propensity for perspective taking (Eisenberg et al., 1996). They also seem to be more expressive socially and also more responsive than their male counterparts (Ruble et al., 2006). With regard to friendships and preferences in play, gender tends to influence the opportunity for and likelihood of different forms of pro-social behaviour occurring. For example, relationship goals are placed as greater priority areas by girls (e.g., desire to uphold a friendship) than boys do and regard "friendships" as higher in positive qualities (i.e., intimacy and closeness).

Finally, although there are no sex differences in overall intellectual ability, boys and girls appear to differ on specific subject abilities, with these differences again varying by type and age. Hyde, Fennema, and Lamon (1990) found a large gender difference favouring boys on the SAT math scores, yet girls receive higher grades in all classes (including math) than boys. Females also demonstrate slight superiority in language learning during early childhood, however, boys quickly catch up by age 6 (Hartup, 1983). Meta-analyses indicate males exhibited a tendency to perform better on analogies ($d=.22$), while females outperformed their male counterparts in other verbal skills ($d=-.11$) (Hedges & Nowell, 1995).

2.3.3 Effects of deployment on children's social behaviour and academic performance

Little has been done to show the impacts of parents deployment on the academic performance of children of military staff. Studies that have been done have shown marginally lower academic performance of children of deployed parents compared to children of non-deployed parents. The studies used academic performance data of children of active-duty officers which was gathered before 2001 or from kids who attended schools sponsored by Department of Defense (DoD) and therefore, the assessment may not be accurate to explain the effect of the current cycle of deployment on the children's academic performance (Engel et al., 2010). Since 2001, there have been multiple redeployments of soldiers and other service members and in most cases, there is little time in between. There is also deployment of large numbers of women, parents of young children and military personnel who survive severe injuries

which would have resulted in deaths in the previous wars. This would contribute greatly to the academic achievement of the children.

Little is known about the probable disparity effects of deployments on children from families in the reserve and guard components (Lyle, 2010). The magnitude of the pool of available personnel who are active and the conflicts which have extended have required an extraordinary use of the Reserve and National Guard thus activating them to serve for long in the deployments surpassing their expectations and experiences. The children would familiarize less with the Army and deployment most especially if their parents served not in the Regular Army and fewer resources helping them in coping with the stress that accompanies it. Still, little is known about the response to post-2001 deployments of the children who attend public schools having in mind that two-thirds of Army dependents attend public schools.

In a cross-sectional survey by Chartrand et al (2008), parents reported higher levels of internalizing, externalizing and total psychiatric symptom scores for their children aged between 3 and 5 years if their spouse was in deployment in comparison with non-deployed spouses, even after controlling for parenting stress and depression. A subsequent study of children between the ages of 0–47 months for 27 nondeployed spouses by Barker and Berry (2009) found an increase in behaviour problems during deployment. Problematic attachment behaviours at the reunion as reported by a sample of 26 returning officers and non-deployed spouses was also found to have increased in the study. Although small sample size and the use of non-standardized measures was a limiting factor in this study findings, it is one of the few to measure behaviours on attachment when there is a reunion of young children with the deployed parent. Both studies suggest that, in relation to deployment of a parent, higher internalizing and externalizing symptoms may be evidenced from younger children. A study by Eide, Gorman and Hinsle-Gorman (2010) found that children's' hospital visits has also been associated with parental deployment.

A survey of 272 children aged between 6 and 12 by Lester et al., (2010), showed that symptoms of anxiety that were significantly above community norms were exhibited by children with a deployed or recently returned parent. Besides, girls with a recently returned parent had significantly lower externalizing scores than girls with a currently deployed parent. Internalizing and externalizing symptoms were also predictable by anxiety and

depression symptoms in caregivers, whereas, depression symptoms significantly predicted internalizing and externalizing symptoms for the active-duty parents. The depression and externalizing symptoms during the child's lifetime was independently predicted by the cumulative length of deployment. Flake et al (2009) found a similar trend in 116 Army spouses sample who had children aged between 5 and 12 years where 32% demonstrated clinically significant psychosocial problems, with higher self-reported psychosocial morbidity being predicted by parenting and perceived stress.

According to Aranda, Middleton, Flake and Davis (2011), youths between the ages of 11–16 with a deployed parent as compared with those who did not have a deployed parent, reported a significantly higher psychosocial internalizing and externalizing symptoms and problems in school. According to (Morris & Age, 2009), a sample of 65 military youth, in contrast, did not exhibit any differences in emotional symptoms or conduct problems between teens with recent parental deployment and those without. Compared with clinical norms, teenagers in the overall sample evidenced elevated conduct problems. Lastly, one exceptional study by Barnes, Davis and Treiber (2007) found increase in PTSD symptoms and significantly higher heart rates in 20 teens with deployed parents as compared to those without a deployed parent while combining adolescent self-report and physiological measurements. There was a consistent indication that deployment of a parent is associated with a variety of psychological symptoms according to a large self-report survey. For instance, adolescents in deployed families reported more depression, suicide thoughts and lower value of life when compared with adolescents in families of civilians and non-deployed military members as indicated by a survey by Reed et al., (2011) who sampled 10,606 adolescents in the 8th, 10th and 12th grades. In contrast, as compared with civilians, 8th grader females in deployed families were more likely to report suicide thoughts and depressed moods. For 10th and 12th grade females, parental deployment was associated with increased odds of reporting lower quality of life when compared with civilians but not with suicide thoughts or depressed moods.

According to (Chandra, Martin, Hawkins, & Richardson, 2010), school staff working with children of army officers reported that, while some children experienced academic difficulties during parental deployments, some coped well with deployment. Using the standardized test scores of Army children, a survey by (Engel, Gallagher, & Lyle, 2010) found that 42% decrease in test scores resulted from parental deployment during the school year and negative impact on academic achievement increased with the deployment period.

Academic performance slowly increased after parents returned and children no longer had scores significantly different from those not experiencing a parental deployment after four years of reunion.

Currently in the US, there are over 2 million children of military parents. According to the Department of Defence. Before they graduate these children typically attend between 7 to 9 schools, moving nearly every two years. Numerous problems associated with transitioning between schools is brought about by each relocation.

According to the study, the impact on child academic achievement is dependent on the length of parental deployments. Lower achievement score when parents had deployed for 19 or more months since 2001 was found in the children who participated in the study.

According to Lipman, Boyle and Dooley (2002) children in single-parent families exhibit more behavioural and emotional problems, greater social difficulties, and lower academic performance than children from dual-parent families. Bowlby (1973) suggests that there is evidence to suggest that child–parent relationships are more predictive of child well-being than the family type. According to attachment theorists, children form secure attachments when their caregivers are physically and emotionally accessible and responsive to their needs, and form insecure attachments when caregivers are unavailable or inappropriately responsive. Child well-being is higher in secure child–parent attachments than in insecure attachments (Cassidy & Shaver, 2008). A review of over four decades of research comparing child well-being in single- and dual-parent families suggests that family structure has little predictive influence on child well-being once the child–parent attachment is considered (Lamb, 2012).

Single-parent military families experience similar challenges as single-parent civilian families. However, military families experience unique stressors that might negatively influence the well-being of children in single-parent families. Military families cope with the deployment process, which includes pre-deployment (the period when military members are officially notified of an operation), deployment (the period when military members are away), and post-deployment (the period when military members return to home) (Pincus 2001). Most of the research on the impact of deployment on child well-being has focused on dual-parent families. In the pre-deployment phase, children are sad and worried that their

parents may not return from the operation (Huebner & Mancini, 2005, 2010; Mmari, Roche & Sudhinaraset, 2009). During deployment, children experience changes in their routines and daily activities, and exhibit higher levels of internalizing and externalizing problems, school-related difficulties, and problems in peer relationships (Chandra et al., 2008). While some children report feeling happy in the post-deployment phase (Huebner & Mancini, 2005), others experience emotional stress (Chandra et al., 2008), difficulties reacquainting with the returned parent, and fear that their parent will leave again (Huebner & Mancini, 2005; Andres & Moelker 2011).

According to one survey on youth and deployment in families of the military, the observation was that almost half (42) of the 107 adolescents sampled experienced reunion and reintegration difficulties with their deployed parents coming back home. The resulting variation in routines and household tasks during the period of deployment were some of the difficulties that were discussed which the returning parent was either expecting to be the same as before the deployment or was not aware of. Increased attachment to their at-home parent was mentioned by many adolescents in addition to having difficulty adjusting to new dynamics in the family. The adolescents also deliberated how they had significantly matured during the period of deployment but felt that their military parent who was returning did not appreciate the changes or may not have recognised them, leaving the adolescent in a state of confusion (Huebner et al. 2007).

2.4 Theoretical Framework

2.4.1 Attachment Theory

This is an approach theoretically, with key repercussions where the interest is when there is separation of parents periodically. The theory infers to a relationship between a child and their principal caregiver and to date, that is how it is conceptualized but expansion can be done to have children in all age categories (Schaetti, 2002; Medway *et al.*, 2005). The key focus of this theory is the belief that the motivation behind humans is the balance between world explorations for learning purposes while at the same time, staying so close to be safe, personified for an infant by their principal caregiver. Overall, attachment theory suggests a relationship where two or more individuals are able to locate and attain this balance. In life, the attachment system of individuals may be focused to varying persons and the nature of the connections is related specifically to the reaction of the guardian to the signs of the baby (Schaetti, 2002; Kelley, 2001).

As per Kelly *et al.*, (2001, being sure or not, in the accessible connection figures is gradually obtained all through early stages and youth. For example, when there is reliable reaction in a warm and delicate way by the guardian, a safe connection is created and empowers the tyke to discover that there is accessible care when required and that the youngster is significant and the other way around (Schaetti, 2002).

In the advancement of a safe connection, the conviction of having coherence is focal. The coherence of the connection figure, nature of care gave and more extensive home condition is vital. Research has demonstrated that it isn't conceivable to have a protected connection when there is irregularity, for example, when the parent is sent (Schaetti, 2002). As per the connection hypothesis, having a warm, accessible and touchy parental figure, who reacts to the requirements of the kid and gives comfort when there is trouble is basic in the advancement of a tyke who is sound. This is never conceivable in military organization of guardians accordingly the guardians can't satisfy their parts (Kelley, 2002).

In each formative phase of a tyke, there are new assignments that the tyke is relied upon to ace. Because of this, the kid reaction to the shifting stressors is reliant on their age and formative stage. For example, improvement of certainty and connection arrangement is basic amid the primary years of a kid's life and subsequently when the tyke is isolated from the sent parent, it winds up plainly unfavourable to their advancement (Paden and Prezor, 1993). Research has demonstrated that there is consistency of kid's connection designs given their social skill and confidence among pre-schoolers, sound working in young people and the mental change in adulthood (Schaetti, 2002). Bowlby along these lines inferred that youth detachment encounters from a parent are specifically connected to the psychopathology advancement sometime down the road. He trusted that conditions, for example, fears, uneasiness and forceful practices have a root in the edginess and separation responses of youngsters to parental partition (Applewite and May, 2006).

2.4.2 ABC – X Model of Family Stress

This model was produced by Hill (1958) as an ABC – X model of family push which depended on his investigation about reactions by families to war, war partition and inevitable gathering following World War II (WWII). In this model, A speaks to the occasion or stressor, B speaks to the assets of qualities that the family got at the occasion season or stressor, C speaks to the importance or the family recognition to the occasion or stressor (A)

and X speaks to the levels of stress experienced, which alludes to the association of elements A, B, and C and the individual results (Black, 1993).

Utilization of this system to divisions prompted by the military, the most recognizable stressor (A) future parent arrangement. For the current assets (B), availability to formal and casual social encouraging groups of people, methods for dealing with stress that is successful and psychopathology of the parent staying at home would be comprehensive here. The model demonstrates that the observation or disposition (C) of importance is the one held toward parent sending (A). For example, as indicated by Booth et al., (2007), youngsters change by the parent sending is a factor of the view of the parent as to whether the military is a positive situation where kids can be raised. The individual results (X) are a portrayal of a progression of likely effects that may come about as because of the organization and may incorporate enthusiastic and behavioural condition of the kids, their execution in schools and how they communicate socially and relate with others (Huebner & Mancini, 2005). Since it is hard to adjust factor an in organization, it is contended that any mediation ought to be coordinated toward factors B and C (Black, 1993).

2.5 Conclusion

From the above literature we can conclude that parents and their children positively and negatively influence each other. Positive and negative behaviours can be modelled by parents which will be reflected subsequently by the children. According to (Huebner and Mancini, 2005), the primary burden of caring for the children and the household is left with the remaining parent once the other is deployed. Studies evaluating how Army children adjust to deployment of parents found that the ability of the remaining at-home parent to cope significantly influences the ability of the children to cope with the separation. The parents who coped well were found to be twice as likely to have their children also coping well with the deployment (Orthner and Rose, 2005). Medway et al. (1995) carried out two surveys investigating the impact of ODS war separation on Reserve and National Guard families. The first study was based on 117 women whose husbands had been deployed during ODS out of which 87 had children and was conducted just after the termination of fighting. The second study was carried out 6 months after family reunification and was based on 154 women whose husbands had been deployed during ODS, of which 96 had children. The indication of the findings from both studies was that the strongest predictor of child behaviour problems

was maternal distress over separation. It was noted that the disruption caused by the separation of the father, nonetheless, had a negative impact on the behaviour of the children.

The current literature also showed that academic problems, social behavioural challenges, and increased family functioning problems are directly associated with parental deployment. However, other variables influenced the links between parental deployment and child outcomes for internalizing and externalizing behaviour problems although a lengthier deployment did predict more problems. Additionally, children's externalizing behaviour problems were impacted upon differently by deployment, depending on the age of the child. The relationship between parental deployment and child outcomes has been shown to be either buffered or exacerbated by factors such as child age, ethnicity, and length of parental deployments. Parent wellbeing is one such factor that had a consistent association with child outcomes. Research indicates that negative impacts of parental deployment on children is exacerbated by the compromised parent's well-being. The age of the child is the second factor that may consistently moderate the relation between deployment stress and child outcomes. For example, younger children are less likely to experience academic problems as compared with older children.

The research also confirms that military families, as compared to normal population, go through increased levels of stress upon deployment of a parent, and children experience psychosocial behaviour manifestations at higher levels when their parent is deployed. In one survey children reported that adjusting to the parent's deployment was difficult, and increase in household tasks, time away from school activities, and stresses from assisting the at-home parent during the deployment were particularly challenging. Challenges with reintegration, getting to know the deployed parent again and fitting that parent back into a new home routine are some of the challenges reported by children after the deployed parent returns home.

From the above literature, we can see that not a lot of studies have been done in regards to Kenya or Africa. Most of the literature available is on studies conducted on the US military. It is therefore important to conduct a Kenyan based study in order to come up with more accurate data as relates to the effects of deployment of military staff on social behaviours and academic performance on children in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the research design, target population, sample size, sampling procedure, data collection, data analysis, reliability and validity, research procedures and ethical considerations.

3.2 Research Design

The study used quantitative methods which included stratified sampling. According to Fitzsimons and Krause-Parello (2009), military deployment of parents may be a predictable experience for children and in most cases, parental separations happen over and over again during the course of a military career. It is therefore important for an in-depth evaluation of the long-term impacts of multiple deployments of military staff on their children. Thus, this study was carried out using a quantitative longitudinal research traversing the cycle of deployment and evaluating the impact of deployment on the social behaviour and academic performance of children.

Monitoring of military families over time was possible due to the military communities' structure and therefore a study on the effect of their deployment could be conducted. Carrying out such a study was possible to further evaluate how sequencing, accumulation and risk factors timing are linked to the global effect on the affected children and to their welfare (Jensen, 1999). Data on these children's well-being was collected during the separation period which included pre-deployment, deployment and post-deployment of the military parents.

3.3 Target Population

The study targeted multiple informants: spouses of the deployed military staff, their children and teachers at Barracks schools.

3.4 Sample Size

The size of the sample was determined by use of the formula adopted by the University of North Carolina: $n = (st/ME)^2$ where **ME** was the desired margin of error (**100**), **t** the t-score used to calculate the confidence interval and the desired confidence level (**1.96**), **s** the

population (500) and n was the desired sample size. A sample size of 97 respondents was obtained.

3.5 Sampling Procedure

The children of the deployed military personnel were randomly sampled while the spouses of the same were purposively sampled for being parents of the selected children. Teachers were also purposively sampled for being the class teachers.

3.6 Data Collection

Questionnaire was used in the survey. These consisted of five sections, namely: Section One dealt with personal information, Section Two with the effect of deployment on the social behaviour, Section Three with the effect of deployment on the academic performance, Section Four on the social behaviour and Section five on the academic behaviour as the dependent variables. A number of interviews were also conducted. However, this study will focus on Questionnaires because they were more productive.

3.7 Data Analysis

The data was coded and cleaned for consistency, accuracy and effectiveness. It was then analysed using SPSS. Regression analysis was conducted to establish the causal relationship between the independent and the dependent variables.

3.8 Validity and Reliability

3.8.1 Validity

Validity refers to the degree to which items developed to operationalize a construct provide a representative as well as an adequate sample of all the items that may measure the construct of interest. Since there is no statistical test used in the determination of the adequate coverage of a content area or representation of a construct, content validity is dependent on the field expert judgement (Crocker & Algina, 2006). This study adopted content validity since it borrowed instruments that were developed by experts in the field of study.

3.8.2 Reliability

In order to ensure reliability of the instruments and increase confidence that the instrument would yield acceptable results, reliability analysis of the scales in the research instruments was carried out. The reliability level was determined using Cronbach's alpha. The Cronbach

alpha coefficient was used to determine the reliability of the questionnaire. Reliability, according to (Foxcroft & Roodt, 2009), is the consistency with which an instrument of measurement measures what it is intended to ascertain. The Cronbach alpha coefficient measures internal consistency estimated by the determination of the extent to which each scale item associates with each other item (Blancheet, 2006). As indicated in Table 3.1 below, findings revealed that the variables used in the study were reliable (Cronbach's Alpha= 0.914). The Variable-Total statistics further reveals that each of the variables had a measure of 0.917 on the Cronbach's Alpha scale meaning that all of them were reliable.

Table 3. 1 Reliability Statistics

Cronbach's Alpha Based		
Cronbach's Alpha	on Standardised Items	N of Items
.914	.917	22

3.9 Research Procedures

The researcher obtained an introduction letter from Nairobi University stating that the student was a bona fide post-graduate candi a permit to carry out research from the National Commission for Science Technology and Innovation (NACOSTI) which granted the researcher permission to conduct research in the Republic of Kenya (Science and Technology Act, 2014, Chapter 250 of the Laws of Kenya, Section 4).

3.10 Ethical Consideration

There are several principles and policies that have been put in place where this study was based like the International Test Commission's Guidelines for Test Use, Version 2000 (2009). They indicate that fair research practices involves the appropriate, fair, professional and ethical use of research measures and study results, considering the needs and rights of those involved in the research processes, ensuring that the research conducted closely matches the purpose for which it will be used and considering the broader social, cultural and political context in which research is used and how such factors affects the study results, interpretation and use.

CHAPTER FOUR RESULTS AND DISCUSSION

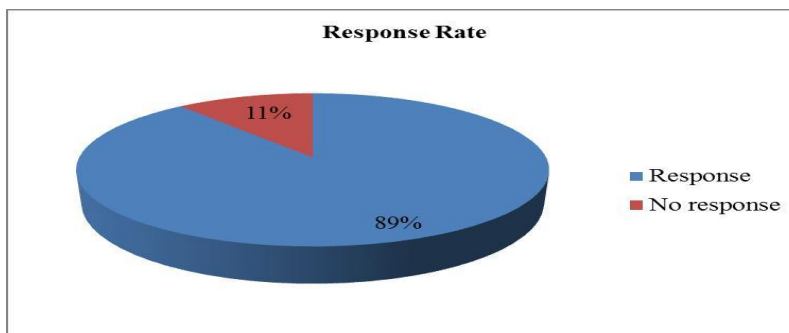
4.0 Introduction

This Chapter presents a summary of the outcomes and findings of the survey in relation to the general information and research objectives.

4.1 Response Rate of the Respondents

The study sample size was 97 and out of 97 questionnaires that were distributed, 86 were filled in and this gave an excellent response rate of 89% as shown in figure 4.1.

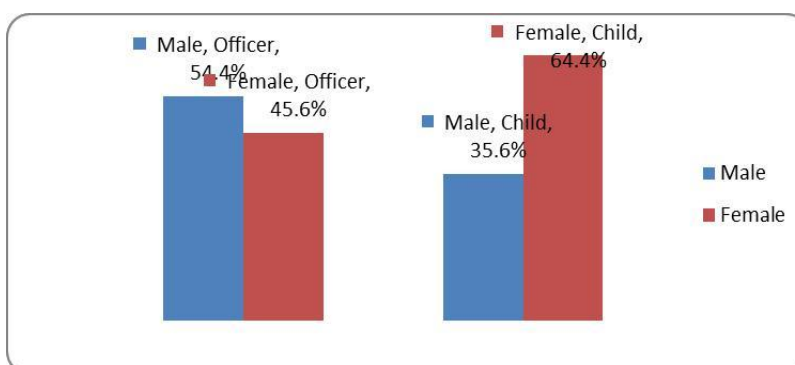
Figure 4. 1 Response Rate of the Respondents



4.2 Demographic Characteristics of the Respondents

4.2.1 Gender of the Respondents

Figure 4. 2 Gender



From the study findings, a majority (54%) of the military staff whose households were selected for the study were male with 45.6% being female. From military sources, most of

the staff who are deployed are male. It is also important to note that the special forces of the defence forces are solely comprised of males due to the nature of their operations. From the findings of the study, a majority of the children whose behaviour was being examined were of the female gender.

Records from Barracks where the study was carried out indicated that over 64% of the population of pupils in the school are girls as shown in Figure 4.2 above.

4.2.2 Age of the Staff

Figure 4. 3 Age of the Staff

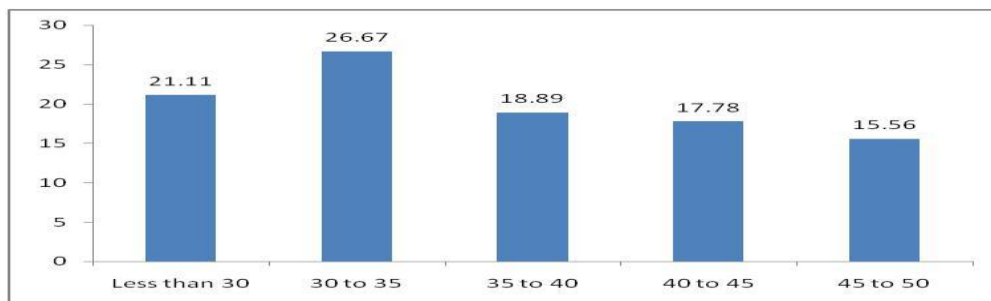
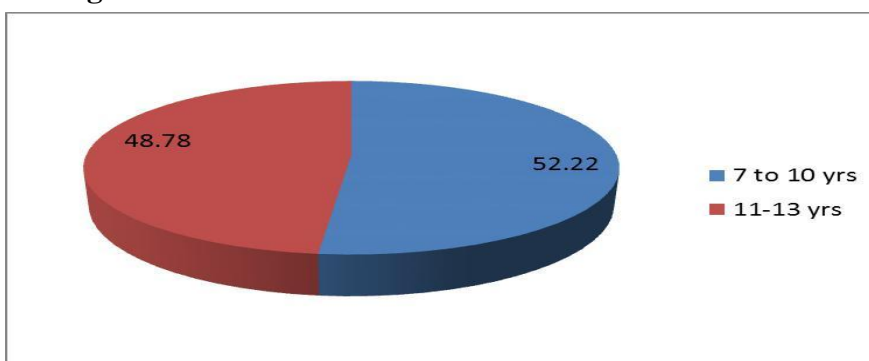


Figure 4.3 indicates that majority (26.67%) of the staff targeted were within the age bracket of 30 to 35 years. These are the staff who are still at their prime in terms of the physical characteristics of field duty. They are still within the nine years colour service required of every uniformed officer in the military. The study also established that 21.11% of staff whose households were targeted were less than 30 years (still in colour service); 18% between the ages of 35 and 40 years; 17% between the ages of 40 and 45 years, and; 15% between the ages of 45 and 50 years.

4.2.3 Age of the Child

Figure 4. 4 Age of the Child



From the study findings, a majority (52.22%) of the children were aged between 11 and 13 years and 48.78% aged between 7 and 10 years.

4.2.4 Length of Deployment of the Staff

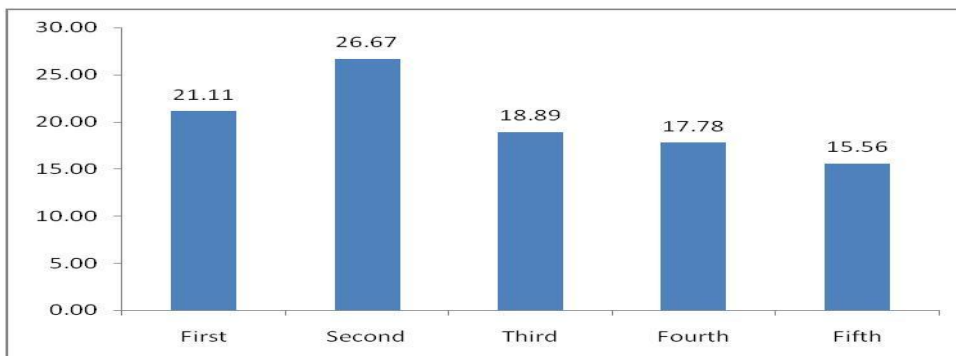
Figure 4. 5 Length of Deployment of the Staff



From the findings of the study presented in Figure 4.5, majority (26.67%) of the staff had been deployed for two months with 21.11% having been deployed for one month. It further indicated that 18%, 17% and 15% had been deployed for 3 months, 4 months and 5 months respectively. The length of deployment was very critical in the study because deployment itself was considered as a stressor in the study. It was imperative to establish how this stressor affected children over time.

4.2.5 Type of Deployment of the Staff

Figure 4. 6 Type of Deployment of the Staff

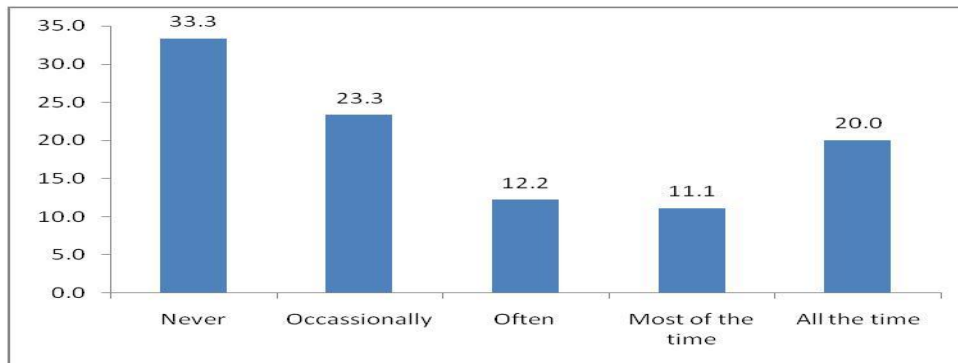


According to Figure 4.6, majority (26.67%) of the officers were in their second tour of duty/deployment while 21.11% were in their first deployment. The staffs in their first deployment were majorly those aged below 30 years. The study further established that 18%, 17% and 15% of the staff were in their third, fourth and fifth deployment respectively.

4.3 Effect of Deployment of Military Staff on Social Behaviour

4.3.1 Intense Feelings of Sadness

Figure 4. 7 Intense Feelings of Sadness

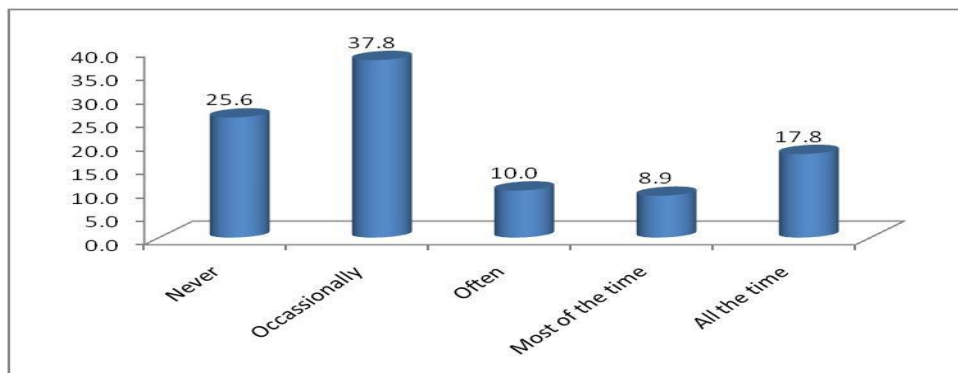


The respondents were asked to rank the effect of deployment of military staff on social behaviour of the children under study. There were four items to be ranked in a five point Likert scale, where: 1 = never; 2 = occasionally; 3 = often; 4 = most of the time, and; 5 = all the time. The respondents were to indicate whether the target child showed intense feelings of sadness, loneliness, outburst of anger and was obedient/ followed instructions

The study established that a majority (33.3%) of the children whose parents were deployed showed intense feelings of sadness while 23.3% of children whose parents were deployed occasionally showed intense feelings of sadness. The study further established that 20%, 12% and 11% of the children whose parents were deployed showed intense feelings of sadness all the time, often and considerate and most of the time respectively as shown in Figure 4.7.

4.3.2 Loneliness

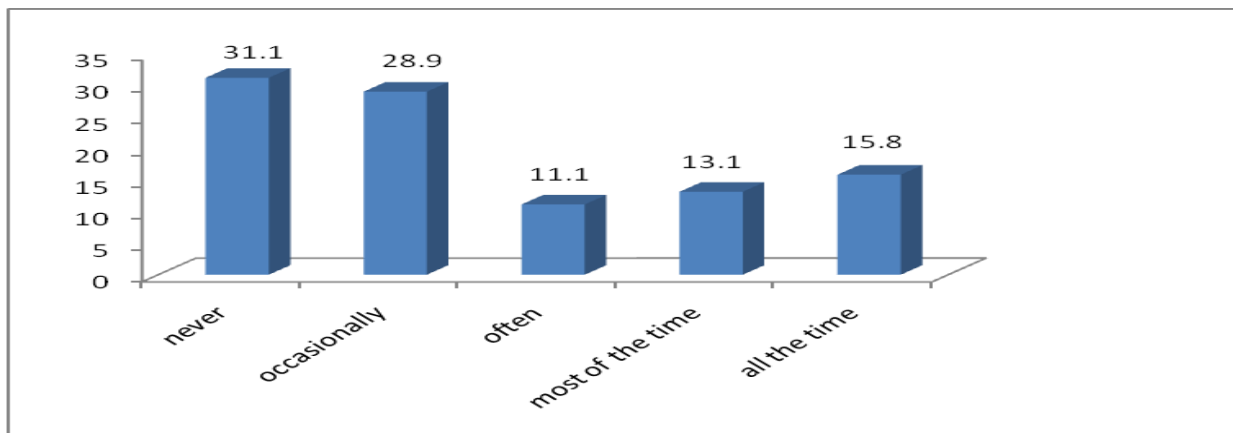
Figure 4. 8 Loneliness



The study established that a majority (37.8%) of the children whose parents were deployed occasionally were lonely while 25.6% of children whose parents were deployed were lonely. The study further established that 17%, 10% and 8% of the children whose parents were deployed were lonely all the time, were often lonely and were lonely most of the time respectively as shown in Figure 4.8.

4.3.3 Outbursts of Anger

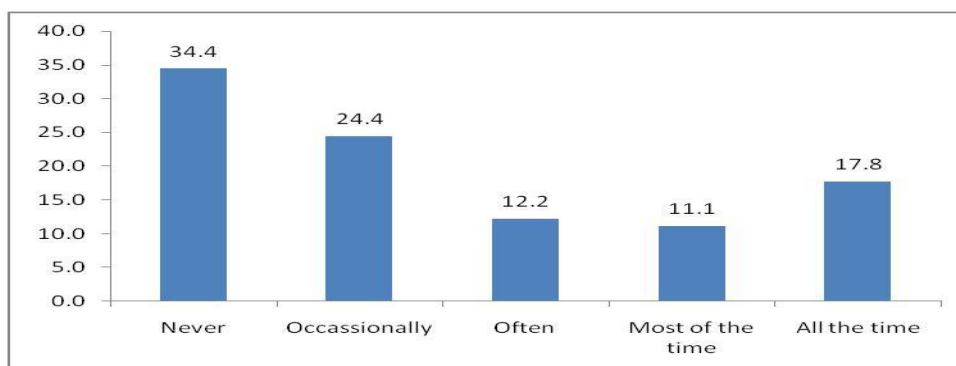
Figure 4. 9 Outbursts of Anger



The study established that most (31.1%) of the children whose parents were deployed never had outbursts of anger while 28.9% of children whose parents were deployed occasionally had outbursts of anger. The study further established that 15.8%, 13.1% and 11.1% of the children whose parents were deployed had outbursts of anger all the time, often had outbursts of anger and had outbursts of anger most of the time respectively as shown in Figure 4.9.

4.3.4 Obedience

Figure 4. 10 Obedience



The study established that most (34.4%) of the children whose parents were deployed were obedient while 24.4% of children whose parents were deployed were occasionally obedient.

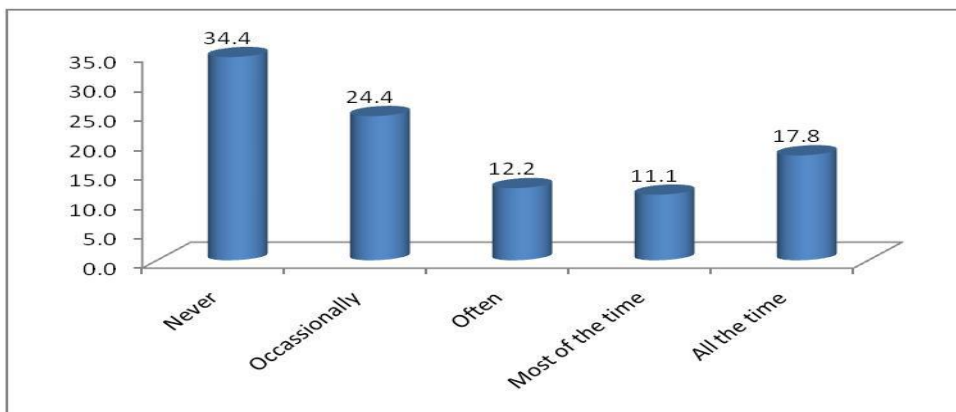
The study further established that 17%, 12% and 11% of the children whose parents were deployed were obedient all the time, were often obedient and were obedient most of the time respectively as shown in Figure 4.10.

4.4 Effect of Deployment of Military Staff on Academic Performance

The respondents were asked to rank the effect of deployment of military staff on academic performance of the children under study. There were four items to be ranked in a five point Likert scale, where: 1 = never; 2 = occasionally; 3 = often; 4 = most of the time, and; 5 = all the time. The respondents were to indicate whether the target child: Relocation to different places, lack of motivation, overwhelming responsibilities leading to lack of study time and lack of parental guidance due to absenteeism affected the academic performance.

4.4.1 Relocation to Different Places

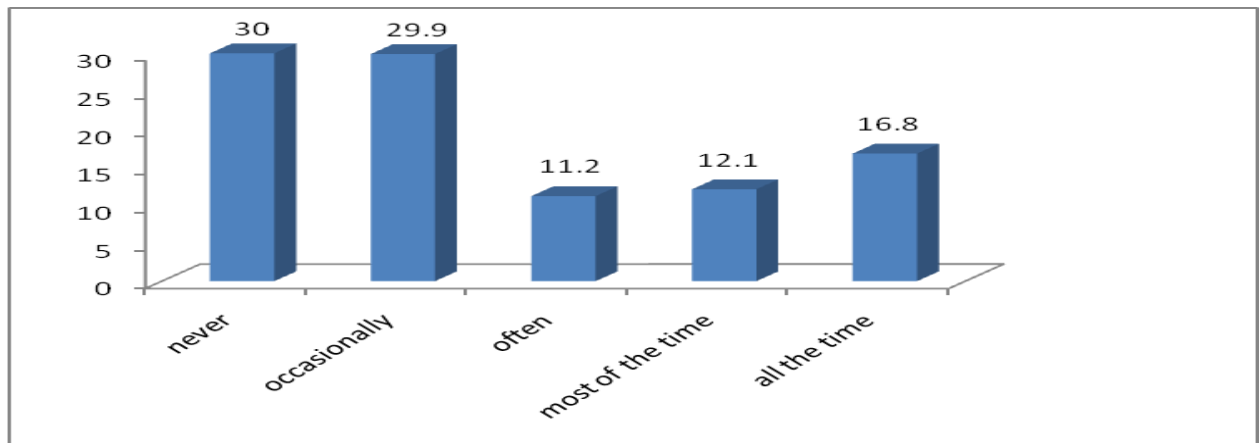
Figure 4. 11 Relocation to Different Places



The study established that relocation to different places never affected the academic performance of most (34.4%) of the children whose parents were deployed while 24.4% of children whose parents were deployed were occasionally affected. The study further established that 17%, 12% and 11% of the children whose parents were deployed, relocation to different places affected their academic performance all the time, often and most of the time respectively as shown in Figure 4.11.

4.4.2 Lack of Motivation

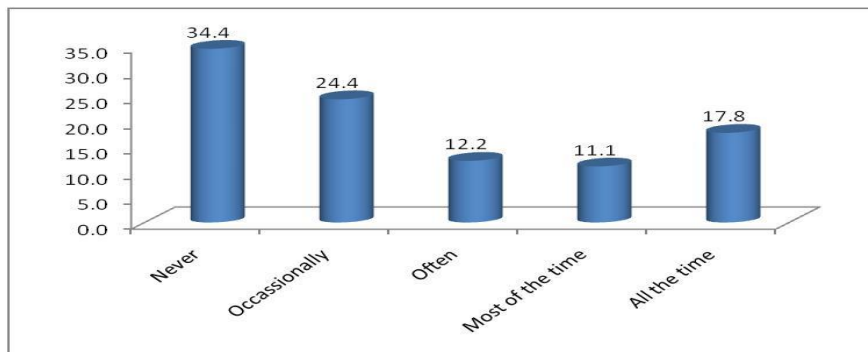
Figure 4. 12 Lack of Motivation



The study established that most (30.0%) of the children whose parents were deployed never lacked motivation while 29.9% of children whose parents were deployed occasionally lacked motivation. The study further established that 16.8%, 12.1% and 11.2% of the children whose parents were deployed lacked motivation all the time, often lacked motivation and lacked motivation most of the time respectively as shown in Figure 4.12.

4.4.3 Overwhelming Responsibilities

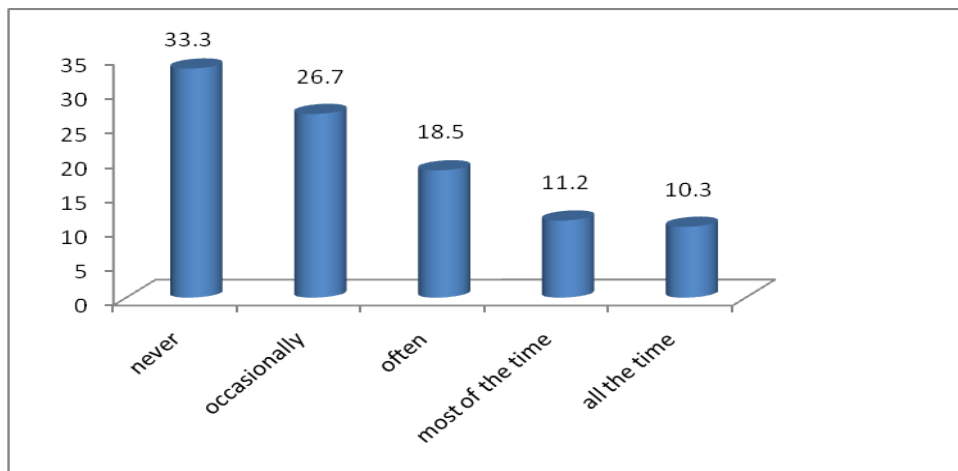
Figure 4.13 Overwhelming Responsibilities



The study established that most (34.4%) of the children whose parents were deployed were never overwhelmed with responsibilities leading to lack of study time while 24.4% of children whose parents were deployed occasionally were overwhelmed with responsibilities leading to lack of study time. The study further established that 17%, 12% and 11% of the children whose parents were deployed were overwhelmed with responsibilities leading to lack of study time all the time, often and most of the time respectively as shown in Figure 4.13.

4.4.4 Lack of Parental Guidance due to Absenteeism

Figure 4. 14 Lack of Parental Guidance due to Absenteeism



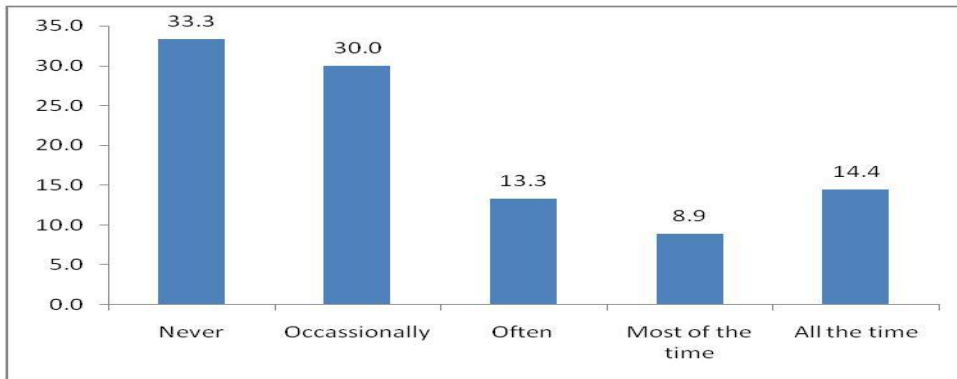
The study established that lack of parental guidance due to absenteeism never affected the academic performance of most (33.3%) of the children whose parents were deployed while 26.7% of children whose parents were deployed were occasionally affected. The study further established that lack of parental guidance due to absenteeism affected academic performance of 10.3%, 11.2% and 18.5% of the children whose parents were deployed all the time, often and most of the time respectively as shown in Figure 4.14.

4.5 Social Behaviour

The respondents were asked to rank the social behaviour of the children under study. There were ten items to be ranked in a five point Likert scale, where: 1 = never; 2 = occasionally; 3 = often; 4 = most of the time, and 5 = all the time. The respondents were to indicate whether the target child: Is cheerful, happy, Is warm, loving, Is curious and exploring, likes new experiences, gets along well with other kids, can get over being upset quickly, Is admired and well-liked by other kids, Shows concern for other people's feelings, Is easily calmed when (he/she) gets angry, Is helpful and cooperative, Is considerate and thoughtful of other kids and, Tends to give, lend, and share.

4.5.1 Is Cheerful, Happy

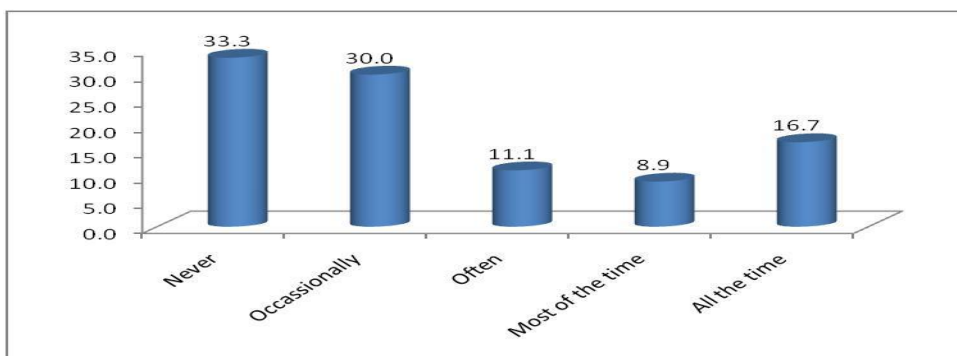
Figure 4. 15 Is Cheerful, Happy



The study established that most (33.3%) of the children whose parents were deployed were never happy while 30% of children whose parents were deployed were occasionally happy. The study further established that 14%, 13% and 8% of the children whose parents were deployed were happy all the time, often happy and happy most of the time respectively as shown in Figure 4.15.

4.5.2 Is Warm, Loving

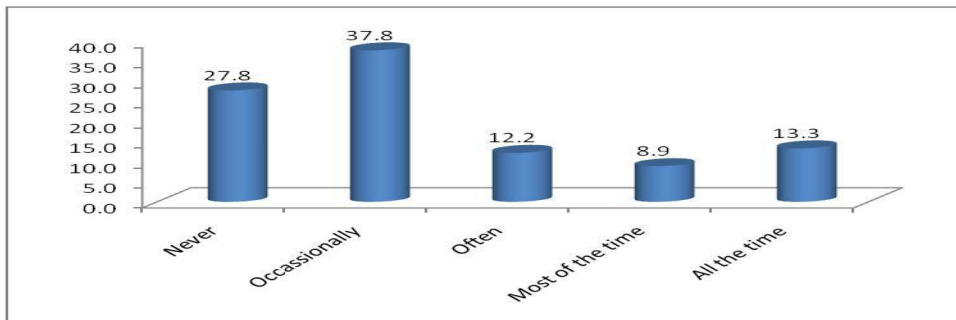
Figure 4. 16 Is Warm, Loving



From study findings, most (33.3%) of the children whose parents were deployed were never warm/loving, while 30% of children whose parents were deployed were occasionally warm/loving. The study further established that 16%, 11% and 8% of the children whose parents were deployed were warm/loving all the time, often warm/loving and warm/loving most of the time respectively shown in Figure 4.16.

4.5.3 Is Curious and Exploring, Likes New Experiences

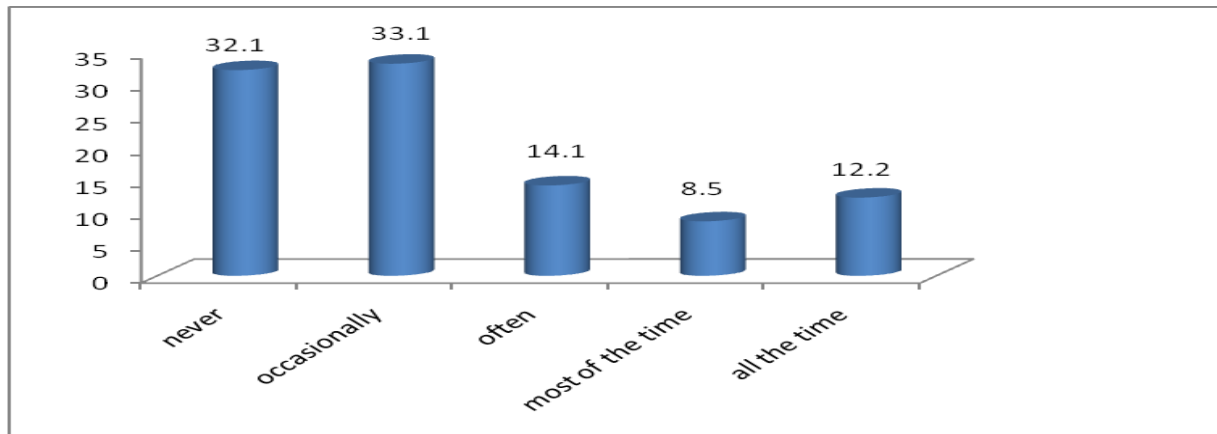
Figure 4. 17 Is Curious and Exploring, Likes New Experiences



The study established that most (37.8%) of the children whose parents were deployed were occasionally is curious and exploring (liked new experiences) while 27.8% of children whose parents were deployed were never curious and exploring (did not like new experiences). The study further established that 13%, 12% and 8% of the children whose parents were deployed were curious and exploring (liked new experiences) all the time, often curious and exploring (liked new experiences) and curious and exploring (liked new experiences) most of the time respectively as shown in Figure 4.17.

4.5.4 Gets Along Well With Other Kids

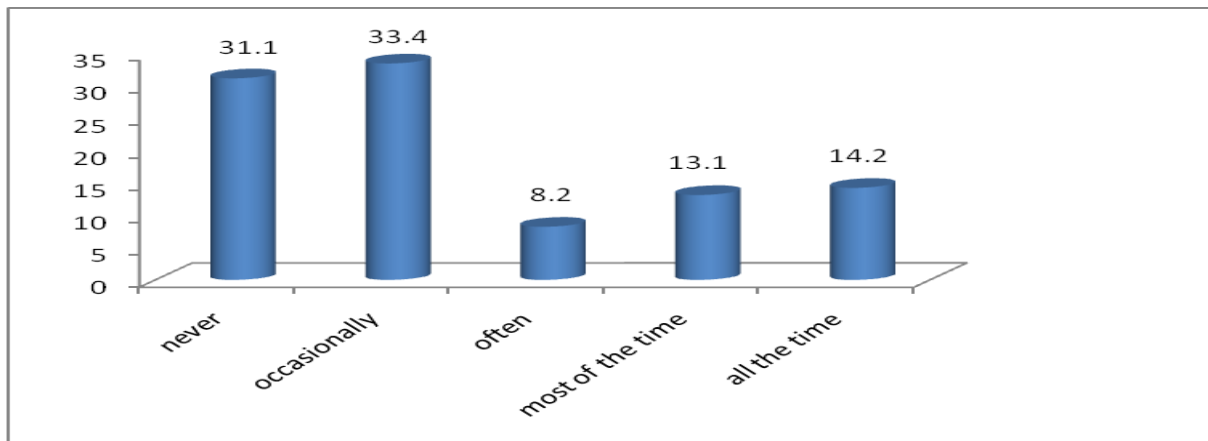
Figure 4. 18 Gets Along Well With Other Kids



The study established that most (32.1%) of the children whose parents were deployed occasionally got along well with other kids while 33.1% of children whose parents were deployed never got along well with other kids. The study further established that 12.2%, 8.5% and 14.1% of the children whose parents were deployed often got along well with other kids, got along well with other kids all the time and got along well with other kids most of the time respectively as shown in Figure 4.18.

4.5.5 Can Get Over Being Upset Quickly

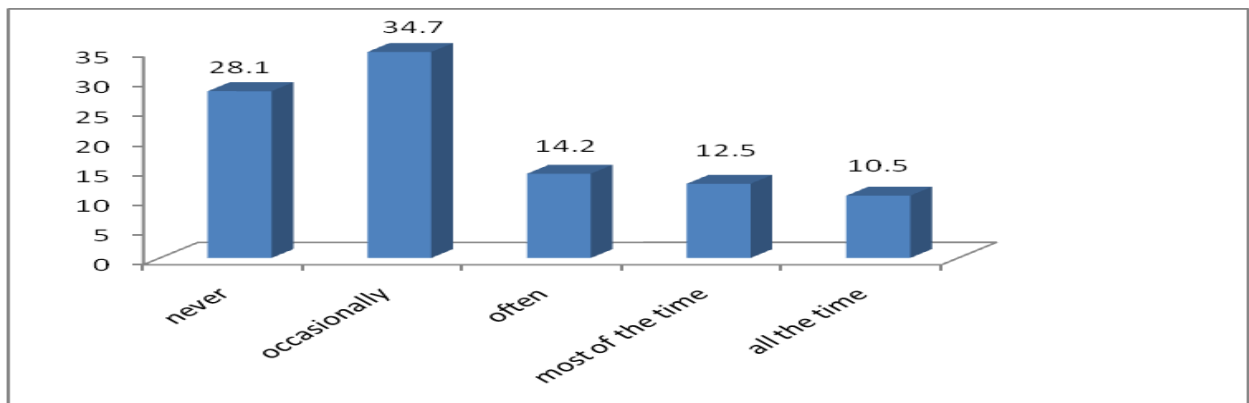
Figure 4. 19 Can Get Over Being Upset Quickly



The study established that most (34.4%) of the children whose parents were deployed occasionally got over being upset quickly while 31.1% of children whose parents were deployed never got over being upset quickly. The study further established that 15%, 13% and 9% of the children whose parents were deployed often got over being upset quickly, got over being upset quickly all the time and got over being upset quickly most of the time respectively as shown in Figure 4.19.

4.5.6 Is Admired and Well-Liked By Other Kids

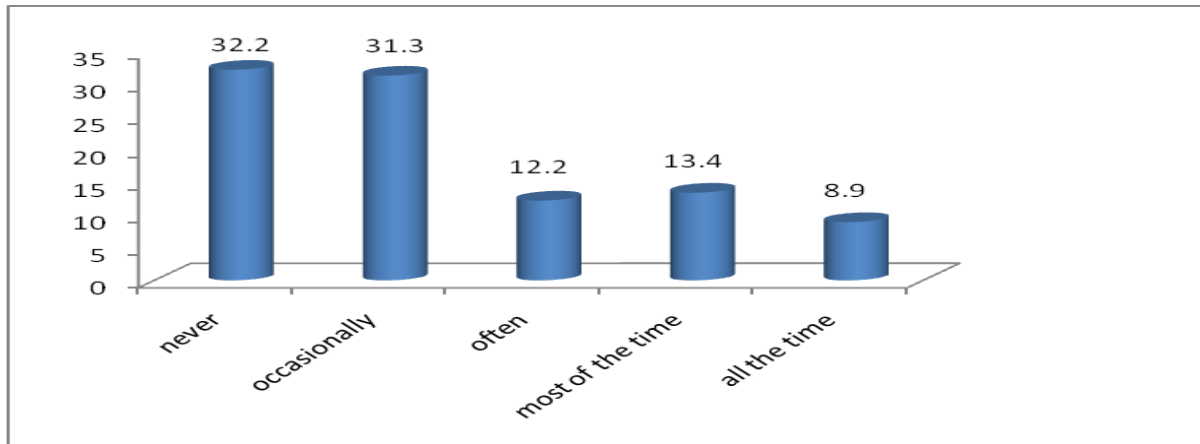
Figure 4. 20 Is Admired and Well-Liked By Other Kids



The study established that most (28.1%) of the children whose parents were deployed occasionally admired and well-liked by other kids while 34.7% of children whose parents were deployed were never admired and well-liked by other kids. The study further established that 10.5%, 12.5% and 14.2% of the children with parents deployed were often, all the time and most of the time respectively admired and well-liked by other as shown in Figure 4.20.

4.5.7 Shows Concern for Other People's Feelings

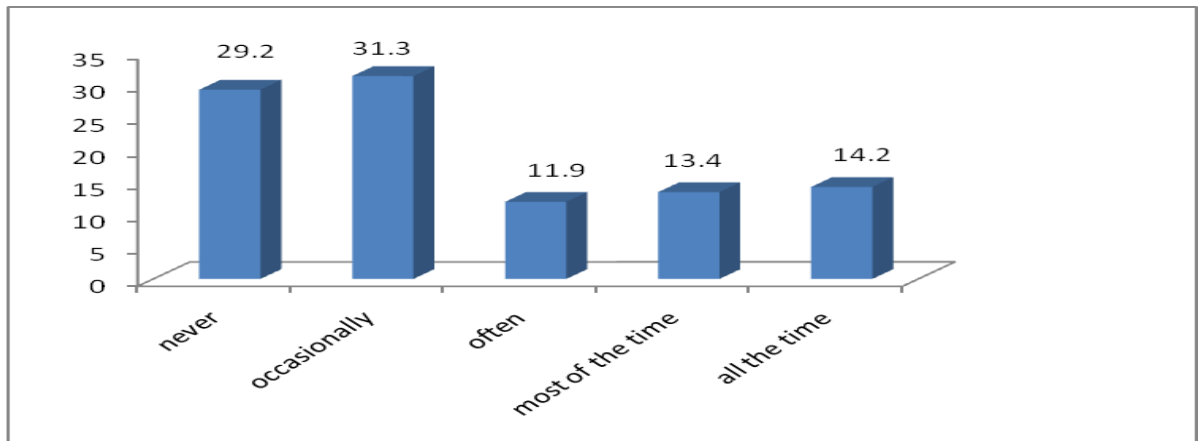
Figure 4. 21 Shows Concern for Other People's Feelings



The study established that most (32.2%) of the children whose parents were deployed occasionally showed concern for the feelings of other people while 31.3% of children whose parents were deployed never showed concern for the feelings of other people. The study further established that 9.8%, 13.4% and 12.2% of the children whose parents were deployed often, all the time and most of the time respectively showed concern for other people's feelings as shown in Figure 4.21.

4.5.8 Is Helpful and Cooperative

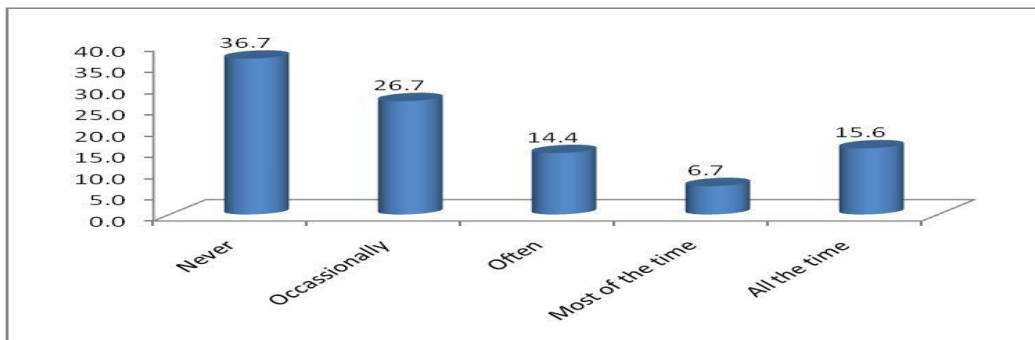
Figure 4. 22 Is Helpful and Cooperative



The study established that most 29.2% of the children whose parents were deployed were never helpful and cooperative while 31.3% of children whose parents were deployed were occasionally helpful and cooperative. The study further established that 14.2%, 13.4% and 11.9% of the children whose parents were deployed were often helpful and cooperative, all the time and most of the time respectively as shown in Figure 4.22.

4.5.9 Is Considerate and Thoughtful of other Kids

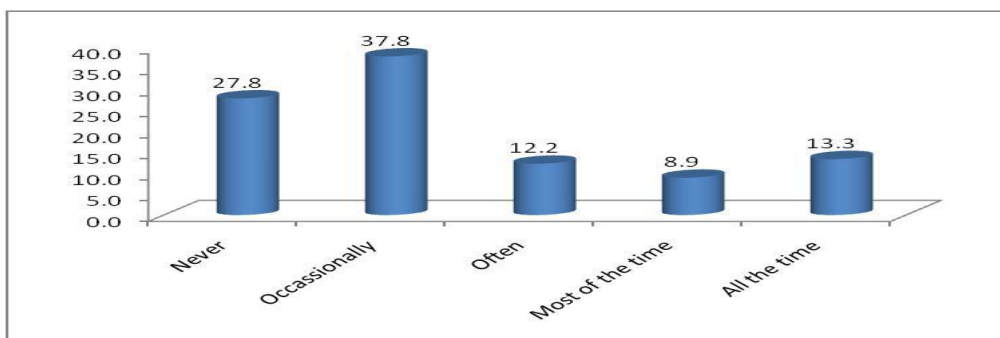
Figure 4. 23 Is Considerate and Thoughtful of other Kids



The study established that most (36.7%) of the children whose parents were deployed were never considerate and thoughtful of other kids while 26.7% of children whose parents were deployed were occasionally considerate and thoughtful of other kids. The study further established that 15%, 14% and 6% of the children whose parents were deployed were considerate and thoughtful of other kids all the time, often, most of the time respectively as shown in Figure 4.23.

4.5.10 Tends To Give, Lend, and Share

Figure 4. 24 Tends To Give, Lend, and Share



The study established that most (37.8%) of the children whose parents were deployed occasionally tended to give, lend, and share while 27.8% of children whose parents were deployed never tended to give, lend, and share.

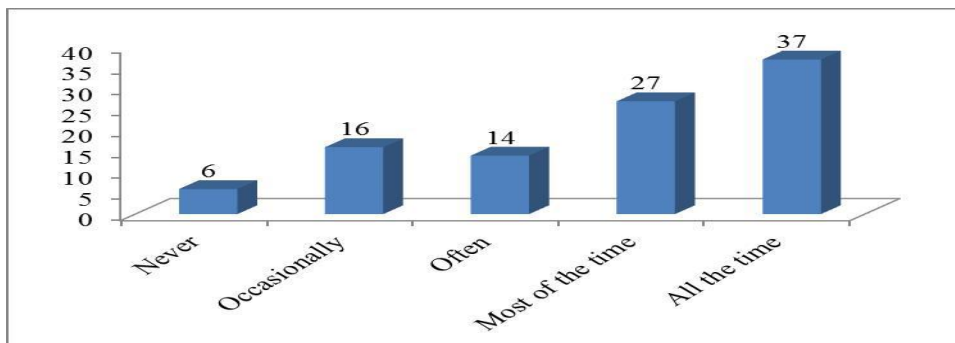
The study further established that 13%, 12% and 8% of the children whose parents were deployed tended to give, lend, and share all the time, often tended to give, lend, and share and tended to give, lend, and share most of the time respectively as shown in Figure 4.24.

4.6 Academic Performance

The respondents were asked to rank the academic performance of the children under study. There were eleven items to be ranked in a five point Likert scale, where: 1 = never; 2 = occasionally; 3 = often; 4 = most of the time, and; 5 = all the time. The respondents were to indicate whether the target child: Performance in class is unsatisfactory (0% - 20%), Performance in class is poor (21% - 40%), Performance in class is average (41% - 60%), Performance in class is good (61% - 80%) and Performance in class is outstanding (81% - 100%).

4.6.1 Performance In Class Is Unsatisfactory

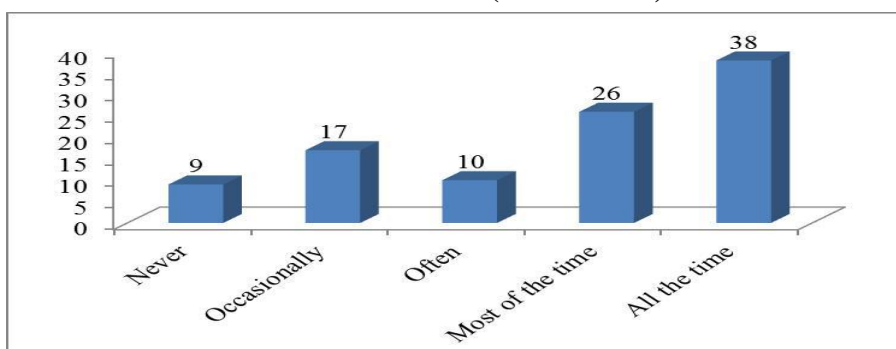
Figure 4. 25 Performance in Class Is Unsatisfactory (0% - 20%)



The study established that most (37%) of the children whose parents were deployed performed unsatisfactorily in class all the time while 27% of children whose parents were deployed performed unsatisfactorily in class most of the time. Results further showed that 14%, 16% and 6% often, occasionally and never performed unsatisfactorily in class as shown in Figure 4.25.

4.6.2 Performance in class is poor

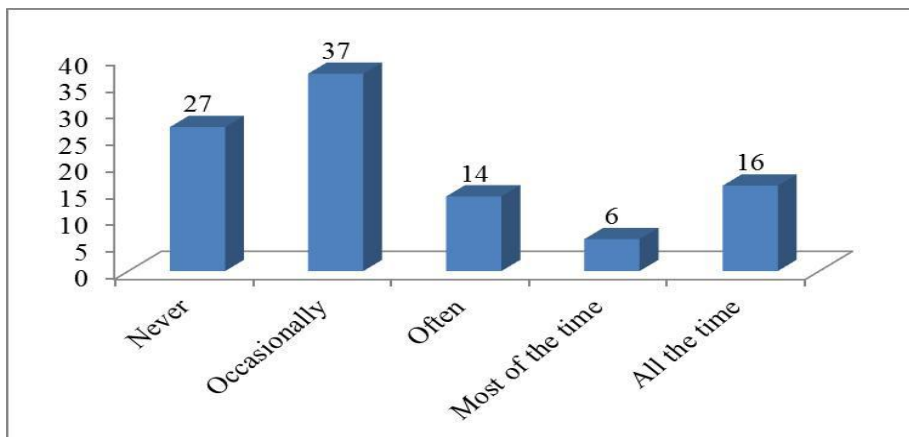
Figure 4. 26 Performance in Class Is Poor (21% - 40%)



The study established that majority (38%) of the children whose parents were deployed performed poorly in class all the time while 26% of children whose parents were deployed performed poorly in class most of the time. Results further showed that 10%, 17% and 9% often, occasionally and never performed poorly in class as shown in Figure 4.26.

4.6.3 Performance in class is average

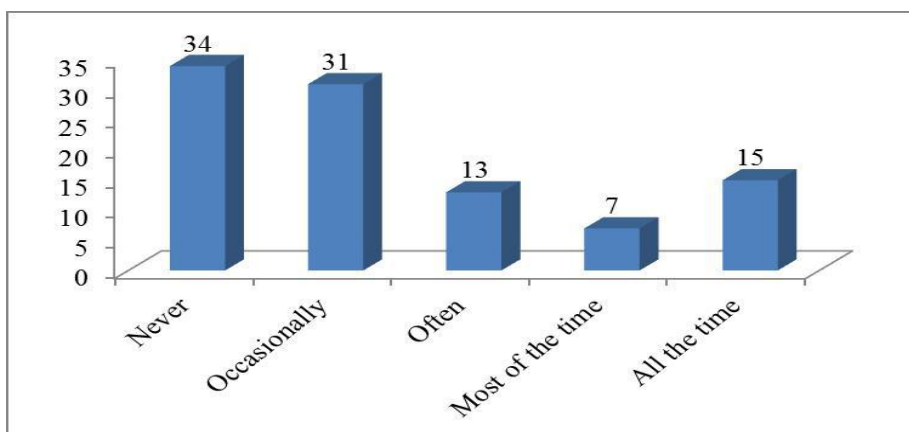
Figure 4. 27 Performance in Class Is Average (41% - 60%)



The study established that the academic performance of 37% of the children whose parents were deployed was occasionally average, 27% of them never performed average, 16% of the children all the time performed average, 14% of them often performed average while only 6% of the children whose parents were deployed performed average all the time as shown in Figure 4.27.

4.6.4 Performance in class is good

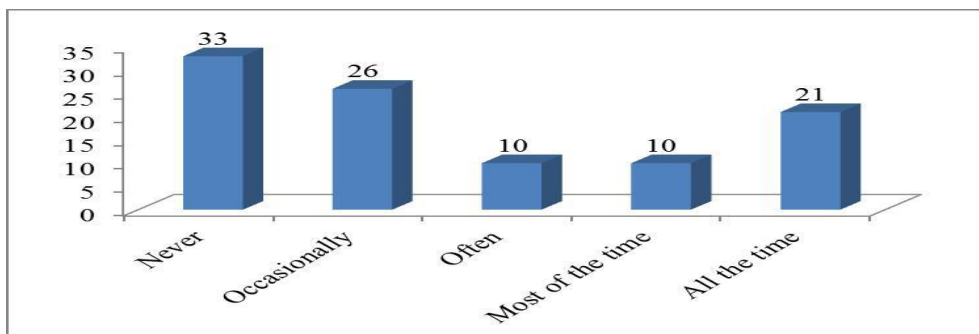
Figure 4. 28 Performance in Class Is Good (61% - 80%)



The study established that the academic performance of 34% of the children whose parents were deployed was never good, 31% of them occasionally performed good, 15% of the children all the time performed good, 13% of them often performed good while only 7% of the children whose parents were deployed performed good all the time as shown in Figure 4.28.

4.6.5 Performance in Class is Outstanding

Figure 4. 29 Performance in Class Is Outstanding (81% - 100%)



The study established that a majority (33%) of the children whose parents were deployed never had an outstanding performance in class while 26% of children whose parents were deployed occasionally had an outstanding performance in class as shown in Figure 4.29. Further, 21%, 11% and 10% of the children whose parents were deployed all the time, most of the time and often respectively had outstanding performance in class.

4.7 Regression Analysis

To test causal relationship among the study variables, a linear regression analysis was conducted. SPSS was used to code, enter and compute the measurements of the linear regressions for the survey.

4.7.1 Regression Analysis for the Social Behaviour

Table 4. 1 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.787	0.619	0.610	0.31581

a. Predictors: (Constant), deployment of military staff

According to the direct relationship model applied in this study, Adjusted R Square was 0.610 implying that the independent variable studied explain 61% of the effects of deployment of military staff on the social behaviour of the military children at a Barracks in Kenya. The implication is that the rest of the variables that this research did not study contributed 39% of the variability in social behaviour.

The ANOVA results (Table 4.2) which assessed the overall significance of the applied regression model applied. At 5% level of significance, F calculated was 69.411 and the p value of 0.000 which was less than 0.05 confirmed that the overall model was significant.

Table 4. 2 ANOVA

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	20.769	1	6.923	69.411	.000
	Residual	12.767	84	.100		
	Total	33.535	85			

a. Predictors: (Constant), deployment

b. Dependent Variable: social behaviour

Below is the table of coefficients for the regression model applied in the study;

The model (Table 4.3) showed a statistically significant negative relationship between deployment ($\beta = -0.520$, $t = 12.841$, $p < 0.05$) and social behaviour.

The following regression equation was derived from the regression model:

$$Y = 2.147 - 0.520X_1 + \varepsilon_0$$

The regression results (Table 4.3) indicated that deployment had a beta coefficient of 0.520. When deployment has a null value, social behaviour would be 2.147. A unit increase in deployment would result in 0.520 decrease in social behaviour of military children in a Barracks in Kenya.

Table 4. 3 Table of Coefficients

Model		Unstandardised		Standardised		Sig.
		Coefficient		Coefficient		
		Std.				
		B	Error	Beta	t	
1	(Constant)	2.147	0.337		6.373	0.000
	Deployment	-0.520	0.041	0.836	12.841	0.000

a. Dependent Variable: Social behaviour

4.7.2 Regression Analysis for the Academic Performance

Table 4. 4 Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.875(a)	.765	.749	.22432

a. Predictors: (Constant), deployment of military staff

Table 4.4 shows the overall model summary. According to the direct relationship model applied in this study, Adjusted R Square was 0.749 implying that the independent variable studied explain 74.9% of the changes the effects of deployment of military staff on the academic performance of the military children at a Barracks in Kenya. The implication is that the rest of the variables that this research did not study contributed 25.1% of the variability in academic performance.

Table 4. 5 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.372	1	2.457	48.832	.000
	Residual	2.264	84	.050		
	Total	9.636	85			

a. Predictors: (Constant), deployment

b. Dependent Variable: Academic performance

Table 4.5 shows the ANOVA report which assesses the overall significance of the regression model applied in this study. At 5% level of significance, F calculated was 48.832 and the p value of 0.000 which was less than 0.05 confirmed that the overall model was significant.

To test the significance of regression relationship between academic performance and the deployment of military staff, linear regression was carried out. Results are shown in Table 4.6 below.

Table 4. 6 Table of Coefficients

Model	Unstandardised		Standardised		t	Sig.
	Coefficient		Coefficient			
	Std.					
a.	B	Error	Beta			
Dependent Variable: 1	(Constant)	1.039	.321		3.241	.002
Academic Performance	Deployment	-0.018	.090	.023	.204	.003

Below is the equation for the regression model applied in the study; Y=

$$1.039 - 0.018X_1 + \epsilon_0$$

The model showed a statistically significant negative relationship between deployment of military staff ($\beta = -0.018$, $t = 0.204$, $p < 0.05$) and academic performance. From the regression model, the following regression equation was derived: $Y = 1.039 + 0.018 (X_1)$

The regression results indicated that deployment of military staff had a beta coefficient of 0.018. A unit increase in deployment of military staff would yield 0.018 decrease in academic performance of military children at a barracks in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the results, conclusions and recommendations.

5.2 Summary of Findings

The study's purpose was to establish the effect of deployment of military staff on the social behaviours and academic performance of military children at a barracks in Kenya. Demographic findings indicated that 54% of the staff was male while 46% were female, 36% of the children were boys and 64% were girls. Also, 27% of the staff was aged 30-35yrs with 52% of the children aged 11-13 years. 27% of the staff had been deployed for 2 months with an equal percentage being in their second tour.

The first objective of the study was to determine the effect of deployment of military staff on children's social behaviour of military children. Findings indicated that 37% of the children occasionally showed loneliness with 35% of them were never obedient/ followed instructions. Further, only 9% of the children were lonely most of the time. The second objective of the study sought to establish the effect of deployment of military staff on the academic performance of military children. The results showed that 35% of the children's academic performance was not affected by the overwhelming responsibilities which resulted in lack of time for study. Moreover, 34% of the children's academic performance was not affected by relocation.

The third objective ascertained the relationship between deployment, social behaviour and academic performance of military children. Findings indicated that 38% of the children occasionally tend to give, lend and share with others while 7% of the children were considerate and thoughtful of others most of the time. Additionally, 38% of the children performed poorly with only 7% and 10% performing good and outstanding respectively all the time.

Regression analysis results showed that deployment of the military staff affected the social behaviour and the academic performance of the military children significantly. Furthermore, there was a statistically significant negative relationship between deployment and social

behaviour and a statistically significant negative relationship between deployment of military staff and academic performance.

5.3 Conclusions

This study found that military parental absenteeism is challenging for most school age children. The children demonstrated high levels of internalized and externalized behaviours and low academic outcomes levels when the parents are away. There is need for the school-based personnel in charge of educating military dependents to be well-trained to help them identify and intervene during probable emotional, behavioural and academic issues connected to parental absenteeism. Limitation in the available information has been due to the over-reliance on self-report information and qualitative evidence from interviews and focus groups. There has also been limitation inherent to inconsistency in the controls for socioeconomic status, rank of the service member and parental age.

5.4 Limitations of the Study

The study was undertaken at a Barracks in Kenya. But its findings could be generalized to other Barracks throughout the country.

5.5 Recommendations

1. There is need for the development of moral support systems for the children in Barracks which could help them cope with parental absenteeism in order to avoid loneliness or low self-esteem.
2. To ensure that academic performance of these children is not affected, there is need for expansion of efforts aimed at educating school staff members on how to handle them in the absence of their parents.
3. Provision of staff with a means of accessing information on support and services available to military families.
4. Building of psychological and behavioural health service capacity which could increase the numbers of military counsellors.

REFERENCES

- Amen, D. (2007). Minimizing the Impact of Deployment Separation on Military Children: Stages, Current Preventive Efforts, and System Recommendations. *Military Medicine*, 153 (9).
- Applewhite, L. & Mays, R. (2006). Parent-Child Separation: A Comparison of Maternally and Paternally Separated Children in Military Families. *Child and Adolescent Social Work Journal*, 13 (1).
- Black, W. (1993). Military-Induced Family Separation: A Stress Reduction Intervention. *Social Work*, vol. 38 (3).
- Booth, B., Segal, M.W. & Bell, B. (2007). *What We Know About Army Families: 2007 Update. Prepared for the Family and Morale, Welfare and Recreation Command by Caliber*, an ICF International Company.
- Booth, B., Segal, M.W. & Bell, B. with Martin, J.A., Ender, M.G., Rohall, D.E., Nelson, J. (2007). *What We Know About Army Families: 2007 Update. Prepared for the Family and Morale, Welfare and Recreation Command by Caliber*, an ICF International Company.
- Chartrand, M., Frank, D., White, L. & Shope, T. (2008). "Effects of Parents' Wartime Deployment on the Behavior of Young Children in Military Families." *Archives of Pediatrics and Adolescent Medicine*, 162 (11).
- Ender, M.G. (2006). *Voices from the backseat: Growing up in military families*. In A. Adler and C. Castro (eds.), *Military Life: The Psychology of Serving in Peace and Combat, Volume 3: The Military Family* (pp. 138–166). Westport, Conn.: Praeger Security International.
- Engel, R. C., Gallagher, L. B., & Lyle, D. S. (2010). *Military Deployments and Children's Academic Achievement: Evidence from Department of Defense Education Activity Schools*. U.S. Military Academy.

- Fitzsimons, V. & Krause-Parello, C. (2009). Military Children: When Parents are Deployed Overseas. *The Journal of School Nursing*, 25 (1).
- Flake, E., Davis, B., Johnson, P. & Middleton, L. (2009). The Psychosocial Effects of Deployment on Military Children. *Journal of Developmental and Behavioral Pediatrics*, 30(4).
- Gibbs, D., Martin, S., Kupper, L. & Johnson, R. (2007). "Child Maltreatment in Enlisted Soldiers' Families During Combat-Related Deployments." *Journal of American Medical Association*, 298 (5).
- Hiew, C. (2009). "Separated by their Work: Families with Father Living Apart." *Environment and Behavior*, 24.
- Hosek, J. R., Kavanagh, J., & Miller, L. (2006). *How Deployments Affect Service Members*. Santa Monica, CA: The RAND Corporation.
- Huebner, A. & Mancini, J. (2005). Adjustments among Adolescents in Military Families when a Parent is Deployed. *Final Report to the Military Family Research Institute and Department of Quality of Life Office*, Military Family Research Institute, Purdue University.
- Jensen, P. & Shaw, J. (2012). *The Effects of War and Parental Deployment upon Children and Adolescents*. In R.J. Ursano and A.E. Norwood (Eds.), *Emotional Aftermath of the Persian Gulf War: Veterans, Families, Communities, and Nations* (pp. 83–109). Washington, DC: American Psychiatric Press, Inc.
- Kelley, M. (2001). Military-Induced Separation in Relation to Maternal Adjustment and Children's Behaviors. *Military Psychology*, 6 (3).
- Kelley, M. (2002). "The Effects of Deployment on Traditional and Non-Traditional Military Families: Navy Mothers and their Children." In Morten G. Ender (Ed.), *Military Brats and Other Global Nomads*. (pp. 103-119). Westport, CT: Praeger.

- Kelley, M. (2004). *The Effects of Deployment on Traditional and Non-Traditional Military Families: Navy Mothers and their Children*. In Morten G. Ender (Ed.), *Military Brats and Other Global Nomads*. (pp. 103-119). Westport, CT: Praeger.
- Kelley, M., Hock, E., Smith, K., Jarvis, M., Bonney, J. & Gaffney, M. (2001). Internalizing and Externalizing Behavior of Children with Enlisted Navy Mothers Experiencing Military-Induced Separation. *Journal of American Academy of Child and Adolescent Psychiatry, 40* (4).
- Levai, M., Kaplan, S., Ackermann, R., & Hammock, M. (2005). The Effect of Father Absence on the Psychiatric Hospitalization of Navy Children. *Military Medicine, 160*.
- Medway, F., Davis, K., Cafferty, T., Chappell, K., & O'Hearn, R. (2005). Family Disruption and Adult Attachment Correlates of Spouse and Child Reactions to Separation and Reunion Due to Operation Desert Storm. *Journal of Social and Clinical Psychology, 14*.
- Medway, F., Davis, K., Cafferty, T., Chappell, K., & O'Hearn, R. (1995). Family Disruption and Adult Attachment Correlates of Spouse and Child Reactions to Separation and Reunion Due to Operation Desert Storm. *Journal of Social and Clinical Psychology, 14*.
- Mmari, K., Roche, M., Sudhinaraset, M. & Blum, R. (2009). "When a Parent Goes Off to War: Exploring the Issues Faced by Adolescents and their Families." *Youth and Society, 40*.
- Orthner, D. & Rose, R. (2005). Adjustment of Army Children to Deployment Separation." *Army Child Deployment Adjustment Report, SAF V Survey Report*.
- Paden, L. & Pezor, L. (1993). *Uniforms and Youth: The Military Child and His or Her Family*. In Florence W. Kaslow (Ed.), *The Military Family in Peace and War* (pp. 3-24). Springer Publishing Company: New York, NY.

- Palmer, C. (2008). A Theory of Risk and Resilience Factors in Military Families.” *Military Psychology, 20*.
- Palmer, C. (2008). “A Theory of Risk and Resilience Factors in Military Families.” *Military Psychology, 20*.
- Pisano, M. C. (1996). Implications of Deployed and Non-deployed Fathers on Seventh Graders' California Achievement Test Scores during a Military Crisis.
- Rohall, D., Segal, M. & Segal, D. (2009). Examining the Importance of Organizational Supports on Family Adjustment to Army Life in a Period of Increasing Separation. *Journal of Political and Military Sociology, 27* (1).
- Rosen L., Teitelbaum J. (2011). Children’s Reactions to the Desert Storm Deployment: Initial Findings from a Survey of Army Families. *Military Medicine, 158*.
- Schaetti, B. (2002). *Attachment Theory: A View into the Global Nomad Experience*. In Morten G. Ender (Ed.), *Military Brats and Other Global Nomads*. (pp. 103-119). Westport, CT: Praeger.
- Tanielian, T., Jaycox, L. H., Schell, T., Marshall, G. N., Burnam, M. A., Eibner, C. (2008). *Invisible Wounds of War: Summary and Recommendations for Addressing Psychological and Cognitive Injuries*. Santa Monica, CA: The RAND Corporation.
- Thornhill, A., Lewis, P., & Saunders, M. (1996) "The role of employee communication in achieving commitment and quality in higher education", *Quality Assurance in Education, 4* (1), 12-20
- Van Breda, A. (2007). Developing Resilience to Routine Separations: An Occupational Social Work Intervention. *Families in Society: The Journal of Contemporary Human Services, 80* (6).

Watanabe, H. & Jensen, P. (2010). *Young Children's Adaptation to a Military Lifestyle*. In James A. Martin, Leora N. Rosen and Linette R. Sparacino (Eds.), *The Military family: A Practice Guide for Human Service Providers*. (pp. 208-223). Westport, CT: Praeger Publishers.

Watanabe, H. (2010). A Survey of Adolescent Military Family Members' Self Image." *Journal of Youth and Adolescence*, 14 (2).

Weins, T.W. & Boss, P. (2006). *Maintaining family resiliency before, during, and after military separation*. In C.A. Castro, A.B. Adler, and C.A. Britt (Eds.), *Military Life: The Psychology of Serving in Peace and Combat* (pp. 13-38). Bridgeport, CT: Praeger Security International.

APPENDICES

Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI

FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi
Telephone: 3318262 ext.28439
Telex: 22095

P.O. BOX 30197
NAIROBI
KENYA

January 27, 2017

NACOSTI

RE: BEATRICE APONDI KONYANGO– C50/81447/2015

The above named is a student in the Department of Psychology undertaking a Masters degree in Community Psychology at the University of Nairobi. She is doing a project on "***Effects of military deployment on social behavior and academic performance of military children***". A case study of Lang'ata Barracks. The requirement of this course is that the student must conduct research project in the field and write a Project.

In order to fulfill this requirement, I am introducing to you the above named student for you to kindly grant her permission to collect data for her Masters Degree Project.

Yours Sincerely,



Dr. Sahondra Kiplagat
Ag. Chairman,
Department of Psychology

Type of deployment of the staff

- i. First ()
- ii. Second ()
- iii. Third ()
- iv. Fourth ()
- v. Fifth ()

B. Effect of Deployment of military staff on social behaviour

Please rank the following statements in each area on a five-point scale, ranging from “never” to “all of the time” to describe the frequency with which the child manifests each behaviour, where: 1 = Never; 2 = Occasionally; 3 = Often; 4 = Most of the time, and; 5 = All the time.

The target child:	1	2	3	4	5
Intense feelings of sadness					
Loneliness					
Outbursts of anger					
Obedient/ follows instructions					

C. Effect of Deployment of military staff on academic performance

Please rank the following statements in each area on a five-point scale, ranging from “never” to “all of the time” to describe the frequency with which the child manifests each behaviour, where: 1 = Never; 2 = Occasionally; 3 = Often; 4 = Most of the time,

and 5 = All the time.

The target child:	1	2	3	4	5
Relocation to different areas					
Lack of motivation					
Overwhelming responsibilities leading to lack of study time					
Lack of parental guidance due to absenteeism					

D. Social Behaviour (10 items)

Please rank the following statements in each area on a five-point scale, ranging from “never” to “all of the time” to describe the frequency with which the child manifests each behaviour, where: 1 = Never; 2 = Occasionally; 3 = Often; 4 = Most of the time, and; 5 = All the time.

Social Behaviour Indicators	1	2	3	4	5
Is cheerful, happy					
Is warm, loving					
Is curious and exploring, likes new experiences					
Gets along well with other kids					
Can get over being upset quickly					
Is admired and well-liked by other kids					
Shows concern for other people's feelings					
Is helpful and cooperative					
Is considerate and thoughtful of other kids					
Tends to give, lend, and share					

E. Academic performance (5 items)

Please rank the following statements in each area on a five-point scale, ranging from

“never” to “all of the time” to describe the frequency with which the child manifests

each behaviour, where: 1 = Never; 2 = Occasionally; 3 = Often; 4 = Most of the time,

and; 5 = All the time.


Academic performance Indicators	1	2	3	4	5
Performance in class is unsatisfactory (0% - 20%)					
Performance in class is poor (20% - 40%)					
Performance in class is average (40% - 60%)					
Performance in class is good (60% - 80%)					
Performance in class is outstanding (80% - 100%)					

Appendix III: Research Permit



THIS IS TO CERTIFY THAT:
MS. BEATRICE APONDI KONYANGO
of UNIVERSITY OF NAIROBI, 45165-100
NAIROBI, has been permitted to conduct
research in Nairobi County

on the topic: THE EFFECT OF
DEPLOYMENT ON THE BEHAVIOUR AND
ACADEMIC PERFORMANCE OF MILITARY
CHILDREN AT LANG'ATA BARRACKS IN
KENYA

for the period ending:
16th November, 2018


.....
Applicant's
Signature

Permit No : NACOSTI/P/17/78643/15777
Date Of Issue : 16th November, 2017
Fee Recieved :Ksh 1000



.....
Director General
National Commission for Science,
Technology & Innovation