INFLUENCE OF PREPAREDNESS FROM ACTIVE SERVICE ON
PSYCHOLOGICAL WELL-BEING OF VETERAN IN KENYA DEFENCE
FORCES

BY

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A thesis submitted to the School of Humanities and Social Sciences in partial
fulfillment requirements for the award of MA degree in Clinical Psychology

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SPRING 2022
STUDENT'S DECLARATION

I declare that this research is my original work, and it has not been presented in any other University for academic work.

Signed _________________________     Date _________________________

Daniel Muthuri (ID 6510966)

This thesis has been presented for examination with my approval as the appointed supervisor.

Signed _________________________     Date _________________________

Dr. Josephine Arasa

Signed _________________________     Date _________________________

Prof Martin Njoroge - Dean, School of Humanities and Social Science

Signed _________________________     Date _________________________
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ABSTRACT

The Kenya Defence Forces (KDF) veterans face various challenges during their transition to civilian life. The inevitable transition is mitigated by preparedness from active service and the influence of preparedness or non-preparedness varies with each veteran. Veterans require relearning a new way of life outside the highly military prescribed demanding orders and organizational command structures. The study examined the influence of preparedness of KDF veterans upon exit from active military service to civilian life on their psychological well-being. A selected convenience sample size of 30 KDF veteran participants from the three services; 10 Army, 10 Airforce, and 10 Navy participated in the study with data collected through face-to-face interviews. During data collection, meaningful units were identified. The lived experiences transformed thematically as described verbally by the veterans, and psychological meanings were ascribed. The transformed thematic meaning units were used to describe the participants’ experiences. The study results showed that the participants joined the military as recruits or cadets at the age between 18 and 26 years old. The findings show that the veteran’s psychological well-being was influenced by emotional, cultural, and economic preparedness. The KDF Soldiers experience social-cultural change from civilian carefree social culture and the indoctrination to military culture. Veterans experience emotional feelings when separating from the military to civilian life ensuing in physical, and mental injuries experienced in the absence of emotional preparedness. The absence of elaborate veteran’s cultural preparedness program from active military service to civilian life influences the veteran’s psychological well-being, and many also experience difficulties integrating back into civilian society, as well as experience economic constraints in the absence of economic management preparedness, influencing the psychological well-being. The KDF, Ministry of Defence (MoD), and Defence Forces Old Comrades Association (DEFOCA) could benefit from the findings by understanding the influences of preparedness on the psychological well-being of the soldiers and the veterans. The State needs to establish steady psychological services for the mental welfare of active soldiers and veterans. Follow-up programs by the State need to be developed to help the veterans adjust to civilian life. The pensions for the veterans need to be reviewed regularly to conform to the corresponding current economic climate and statuses of equivalent ranks to promote the veteran's economic stability and welfare.

Keywords: Emotions, acculturation, economic, preparedness, psychological well-being.
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DEDICATIONS

I sincerely dedicate this project to the almighty God for always giving me strength, my wife Susan Kathure, my children Doreen Kairuthi, Ken Mwiti, and Griffin Murimi not forgetting my friend Nathan Mbullo for always encouraging me to undertake this project.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>2nd LT</td>
<td>Second Lieutenant</td>
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<tr>
<td>LT</td>
<td>Full lieutenant</td>
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<tr>
<td>ADM</td>
<td>Admiral Rank in Navy</td>
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<td>AMISON</td>
<td>African Mission in Somalia</td>
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<td>BLAS</td>
<td>British Legion Africa Section</td>
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<td>CAPT</td>
<td>Captain</td>
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<td>CPL</td>
<td>Corporal</td>
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<td>COL</td>
<td>Colonel</td>
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<tr>
<td>DEFOCA</td>
<td>Defense Forces Old Comrades Association</td>
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<td>EAFoca</td>
<td>East Africa Forces Old Comrades Association</td>
</tr>
<tr>
<td>GAO</td>
<td>Government Accountability Office</td>
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<tr>
<td>GEN</td>
<td>General in the Army, Airforce, and Navy</td>
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<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
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<tr>
<td>KA</td>
<td>Kenya Army</td>
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<tr>
<td>KAF</td>
<td>Kenya Air Force</td>
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<tr>
<td>KAFOCA</td>
<td>Kenya Armed Forces Old Comrades Association</td>
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<tr>
<td>KAR</td>
<td>Kings African Rifles</td>
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<tr>
<td>KDF</td>
<td>Kenya Defense Forces</td>
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<td>KMVA</td>
<td>Kenya Military Veterans Association</td>
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<td>KMVO</td>
<td>Kenya Military Veteran’s Office</td>
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<td>KN</td>
<td>Kenya Navy</td>
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<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>L/CPL</td>
<td>Lance Corporal</td>
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<td>Lt. Col</td>
<td>Lieutenant Colonel</td>
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<tr>
<td>MAJ</td>
<td>Major</td>
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<tr>
<td>MVA</td>
<td>Military Veterans Association</td>
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<tr>
<td>MoD</td>
<td>Ministry of Defense</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission of Science, Technology, and Innovation</td>
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<tr>
<td>PSTD</td>
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<tr>
<td>ROD</td>
<td>Runoutdate</td>
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<tr>
<td>SPTE</td>
<td>Senior Private</td>
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<td>SO</td>
<td>Specialized Officer</td>
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<td>Sergeant</td>
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<tr>
<td>SSGT</td>
<td>Senior Sergeant</td>
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<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>US</td>
<td>United States</td>
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<tr>
<td>VA</td>
<td>Veterans Association</td>
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<td>VWA</td>
<td>Veterans Welfare Association</td>
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<td>WW I</td>
<td>World War I</td>
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CHAPTER ONE
INTRODUCTION AND BACKGROUND

1.1 Introduction

The military career is one of the most difficult and challenging careers (Dillahun-Aspillaga et al., 2014). The act of returning to civilian life and assuming an active normal civilian social life poses a lot of challenges for veterans (Abrams & Kennedy, 2015). Parham and Gordon (2016) study shows that about 72% of 1700 veterans surveyed indicated that they did not face any difficulty in gaining entry into civilian life after active service in the military but about 28% of this population faced prolonged difficulty. In this study, the majority of the Kenya Defence Forces (KDF) participants indicate that they had difficulties integrating into civilian society.

This chapter presents the background of the study, statement of the problem, the purpose of the study, specific objectives, research questions, justification of the study, the scope of the study, definitions of terms, and lastly the chapter summary. The study examines the influence of preparedness from active service on the psychological well-being of KDF veterans. Objectively, it examines the influence of emotional preparedness, cultural preparedness, and economical preparedness on the “Veteran’s Psychological Well-being”.

1.2 Background to the Study

World over, military forces recruit young adult civilians to join the military forces routinely for retention. The minimum age for recruitment in the UK armed forces is 16
years, the only country in Europe that routinely recruits/cadets under 18 years. But then the category from 16 or 17 years, must serve until when they are 22 years old to be fully enrolled (Krebs & Ralston, 2020).

The previous studies reveal that individual veterans experience constant tensions while transferring from service member to senior citizen, an employee, and the other civilian status (Mahor, 2016). Veterans often go through the process of creating and recreating their identities with distress. Those leaving the military are not only leaving a job but also a way of life and culture (Jones, 2013). The UK veterans are taken care of at the “Veterans Affairs Hospitals” around the country and helped at the community level with all basic needs (Yamashita et al., 2005).

The basic requirements for young adult recruitment in the global military for both genders are young adult age, academic, and psychological wellness (Hewitt et al., 2021). In the US, recruits and cadets’ requirements for the five services (Air Force, Navy, Army, Marine, and Coast guards) are: One must be a US citizen or resident alien, be of the age between 18 and 34 years, holder of a high school diploma, of ethical behavior, good health, mentally suitable, and physically fit (Dean, 2018).

The US Department of Veterans Affairs (VA) is a body established to take care of the welfare of veterans in the US. Chang and Brannen (2015), cited that US President Lincoln promised that; ”To care for him who shall have borne the battle, and for his widow, and his orphan, by serving and honoring the men and women who are America's Veterans, the State shall continue to provide timely, and high-quality health care for a Veteran”. According to the US Department of Veterans Affairs (2020), the goal continues to remain

Life experiences are complex in a way that they disorient an individual recruit/cadet from an individual’s civilian culture in a significant way (Ray & Heaslip, 2010). The State of South Africa Federal Government runs a faint selection of economic support programs for veterans. The package is tailored for the veteran’s disability compensation, the trace of the veteran’s roots back from the revolutionary war, and ideally for the caring of those wounded in war (Heinecken & Bwalya, 2013).

The requirement of a recruit or cadet into the Kenya Defence Forces (KDF), one must be a Kenyan citizen with no dual citizenship. Have a valid Kenyan National Identity Card, aged between 18 and 26 years. General Special Officers (GSO) tradesmen/women, must not be above 30 years. Chaplains and Imams Specialist Officers must not be above 39 years. One must be physically and medically fit in line with the KDF standards. The training adjusts the young soldiers and specialists into military culture and gets integrated into the new family of military culture (Kanampiu et al., 2020).

The transition process, from military back to civilian culture, is viewed as difficult and sometimes insuperable because it requires relearning a new way of life, outside the highly prescribed demanding orders, and commands organizational structures of the military (Castro & Dursun, 2019). The military indoctrination to young adult soldiers in training
causes psychological distress; with the active soldier’s good welfare, they easily adjust psychologically to the new military culture with acceptance. They show a desire for a lengthy life expectancy besides the risks associated with the military. They are converted into a new way of structured and skilled military experience from the unstructured civilian life (Cohn & Pakenham, 2008).

The military veteran organizations are welfare bodies specifically for military personnel transitioning back to civilian life (Bélanger, 2015). Many struggles with life demands before they receive their full emolument causing them distress. Similarly, the KDF system delays emoluments to transitioning veterans, leading to vicarious memories of past experiences causing psychological suffering (Cohn & Pakenham, 2008).

Kenya Armed Forces Old Comrades Association (KAFOCA) which changed to Defence Forces Old Comrades Association (DEFOCA) was a British veteran’s welfare agency for veterans in East Africa and objectively a Welfare body for Veterans of war. The British Legion, African Section (BLAS) of Second World War (WWII), was disbanded in 1960. The Kings African Rifles (KAR) and East African Forces Old Comrades Association (EAFOCA), was established by British command at Kenya Army Headquarters, and the association name was adopted as KAFOCA to care for Kenyans immediately after the end of WWII was to provide the welfare of the Ex-servicemen (veterans) of the First World War (WWI) and WWII - Army, Airforce, and Navy. The KAFOCA history, justify that its main objective, before a change to DEFOCA in 2012, was to promote the welfare of veterans (Mod.go.ke, 2020).
Previous studies acknowledge that the Veteran Association (VA) policy is custom-made to care for the welfare of the veterans to address their psychological well-being, to effectively reduce or manage transition distress (MoD, 2020). Once an individual gets accustomed to the KDF military unique way of life over a lengthy time, civilian behavior changes completely and one becomes of military behavior and the State fully takes care. As a result, it is wise for KDF and MoD to formulate an exit preparedness program to demilitarize the exiting soldiers to adapt skills back to civilian life.

The previous studies divulge that demographical, and transitional acculturation affects veterans emotionally (Fox et al., 2010). Yet, little research published in the African context concerning the military veterans’ psychological well-being. Similarly, the KDF soldiers are conventional military, and members exit military service with fairly similar military experiences. There exists a fissure and the study attempts to examine the KDF and MoD existing gap in the context of the influence of preparedness from the active service to civilian life on the veteran’s psychological well-being in the perspective of emotions, culture, and economics.

The veteran’s transition to civilian life is dynamic and a soldier’s separation from the military typically occurs when one reaches the date of the expiry of the term of service (Military OneSource, 2019). Various reasons make KDF soldiers transition to civilian life. Some are released after nine-yearcolor service, retirement at the expiry of a contract, services-no-longer required status, resignation, or dismissal. Except for dismissal or desertion exits, one remains in reserve until the age of sixty years if one exited before this various maximum retirement age. Regardless of the active service exit
category, the transition of the veteran’s psychological wellness is influenced by the emotional, cultural, and economic level of preparedness among other factors.

In the US, the military human resources recruited 68,000 personnel in the retention of active service soldiers in the fiscal year 2019 (Rempfer, 2019). According to Hou (2020), by 2030, the number of military retirees in the US is projected to reach 2.3 million. The UK Armed Forces personnel recruitment target is about 25,000 personnel per year (Bury, 2016).

The KDF soldiers normally proceed on transitioning from active service to civilian life after serving for nine-year color service, retirement at the expiry of term contract at any level, on services-no-longer required status, resignation, disciplinary dismissal, or desertion. Regardless of the active service personnel exit category, the transition to veteran’s psychological wellness is influenced by the individual psychological preparedness.

Transitioning soldiers from active service to civilian life, are posed with various impacts upon the unique, subjective, coping mechanisms of each of the members who are released. Whether the member successfully transitions to civilian life or develops psychosocial distress, it’s determined by the influence of preparedness (Ray & Heaslip, 2010). The establishment of the Veteran’s Welfare Association (VWA) with veterans’ leadership seeks to provide care for veterans who shall have borne the battle and for his or her, widow or widower and individual family (Sigford, 2008). In some countries, individuals who are released from military service tend to have no sort of military community that cares for them (Jordan, 2016).
A study by Blackburn (2016), “Transitioning from Military to Civilian Life: Examining the Final Step in a Military Career”, on the Canadian military, the veterans transitioning process means that a retiree must be prepared to care for oneself and his or her kinship (Ray & Heaslip, 2010). Many veterans experience a sense of abandonment and alienation when back in the world of civilian life (Holmström, 2013). In many ways, transitioning personnel feel anxiously being somewhere between military personnel and a civilian (Bowes et al., 2018).

In Canada, whether you are separating from the military after your first-term enlistment or retiring with more than 20 years of service, transitioning experience was emotionally overwhelming. They have a military, “OneSource” that helps one navigate the resources, benefits, and programs available to help have a successful transition (Ray & Heaslip, 2010). This influences the veteran’s emotions, culture, and economic well-being preparedness. The researcher’s keenness to search for any documented study on KDF, on the soldier’s exiting to civilian life, on psychological welfare preparedness was not available. This indicates a fissure in policy and a program to prepare military personnel to transition to civilian life emotionally, culturally, and economically.

1.3 Statement of the Problem

The KDF veterans are released from active service to civilian life for one motive or another. Those who exit from active military service to civilian life periodically appear to experience a fissure in psychological welfare. The Washington Post. (2020, September 8). Ex-KDF, Senior Private (Sp) Christopher Katitu.
https://www.Wshingtonpost.com, gives a narration on a traumatized KDF soldier; who was deployed in Somalia operations against terrorists front line twice, and developed a traumatic depression before he was released as a veteran is suggestive of a fissure in active military service release to civilian life preparedness on veteran’s psychological well-being. The veteran’s welfare is sanctioned by the State’s Armed Forces policies establishments for their veterans. The developed States have exit preparedness programs and VWA bodies.

Leaving the military “family” is not an easy process for many serving men and women as they struggle with the influences of attachment separation (Veterans Association, 2010). When an individual joins the military as a recruit, the individual goes through a social-cultural indoctrination to become a soldier in the service, as an individual becomes a member of the military community (Meyer, 2015). A soldier is taken care of by the State and uniquely looked after but this care ceases when the soldier transitions to civilian life (Mittelstadt, 2020). Irrespective of the soldier leaving the military community culture, the psychological welfare of the veteran is determined by the psychological preparedness.

The justification of the research fissure is shown in the Washington Post (2019), “The Kenya soldiers traumatized,” narrative that highlights the case of veteransoldier distress. The KDF former Spet. Christopher Katitu was convicted of desertion by a Court-Martial Military Court (Washington Post, 2019). The soldier’s problems had developed due to the pressure of war, money hitches at home and family as he battled with Post-traumatic Stress Disorder (PTSD), and subsequent two-time tours of duty in Somalia. During the war, he developed psychological distress and he had not interacted with a counselor for
psychological care (Benjamin, 2019). Regardless of the psychological distress in the active service, he was disciplined and discharged from service for desertion. This indicates that the transition from active military service to civilian life in KDF, leaves a gap on preparedness emotionally, social-culturally, and economically among others; meaning that the influence on psychological well-being needs to be looked into.

1.4 Purpose of Study

The purpose of this study was to establish the influence of KDF veterans’ preparedness from active service to civilian life on the veteran’s psychological well-being.

1.5 Specific Objectives

The objectives of this phenomenological qualitative study were:

(1) To examine the influence of emotional preparedness from KDF active military service to civilian life on their psychological well-being.

(2) To determine the influence of cultural preparedness from KDF active military service to civilian life on the veteran’s psychological well-being.

(3) To investigate the influence of economic preparedness from KDF active military service to civilian life on the veteran’s psychological well-being.

1.6 Research Questions

The study was guided by three research questions as follows:

i. What is the influence of emotional preparedness from KDF active military service to civilian life on the veteran’s psychological well-being?
ii. How does cultural preparedness from KDF active military service to civilian life influence veterans’ psychological well-being?

iii. What is the influence of economic preparedness from KDF active service to civilian life on the veteran’s psychological well-being?

1.7 Justification of Study

There is scanty information available concerning the military transition to civilian life in the African Continent. In Kenya, the military veterans equally seem not to have any KDF veteran’s documented study on active military service transition to veterans. The researcher intended to find out the influence of preparedness of veterans from active military service to civilian life, on their psychological well-being. The study investigated the influence of emotional, cultural, and economic preparedness from active military service to civilian life on their psychological well-being.

1.7.1 Transition to Veteran’s Life

The researcher believes that the study may help the KDF and MoD policymakers to understand the extent of the effect of objectively examining the influence of preparedness to exiting soldiers from active service to civilian life on the veteran’s psychological well-being leading to the formulation of a policy, and a program to demilitarize the veterans for psychological well-being and harmony in the civilian social culture. It will assist KDF and MoD to review the veteran’s policy, and designing of military personnel exit program to prepare the veterans transitioning to civilian life emotionally, culturally, and economically for their psychological well-
being. This study is intended to be significant to the KDF and MoD in preparing the veterans for transfer to veteran social culture.

1.7.2 DEFOCA Welfare Body

The study may assist the leadership of DEFOCA to consider establishing welfare programs that fully empower all veterans and not a mixture of serving military personnel and veterans. The DEFOCA shall benefit from this study in reviewing a package that empowers the veterans on preparedness for the psychological well-being of veterans. It may help in setting their welfare agendas according to issues that affect the veteran’s lived experience.

1.7.3 DEFOCA Leadership

The study established that DEFOCA leadership was headed by the military active Generals: The Chairman being the Chief of General Staff, deputized by the three Service Commanders. The veterans in the leadership are at the level of branches as managers. This indicates that the decisions are made by the active Military Generals, an indication that the priorities of veterans may be misplaced. In the statuses, the study will assist DEFOCA leadership to review the leadership to revert to veterans. It will influence a review of the policy to transfer every veteran to the organization automatically as it was intended by the British Regiment Africa Section (BLAS). The study will assist to inspire investigation on the psychological well-being of veterans to reflect the veteran participants’ recommendations.
1.7.4 Civilian-Military Acculturation

The KDF recruits and cadets get enlisted when they are young adults from high school and colleges. From infant to young adult age, they are dependent on their parents and guardians within their societal norms and the learning institution’s social culture. They are not economically and choice independent but rely on the nurturing and checks of the authority within the individual societal culture and norms. When one became a soldier, away from the societal initial individualistic culture, the military training, command, earning, having the authority to make own decisions without being checked, and the influence of military discipline, this changed an individual’s initial civilian culture into a military culture. The transition from active military service to civilian life has an acculturation influence. The effect of acculturation on the influence of preparedness from active military service to civilian life, on the veteran’s psychological well-being, needed to be examined for the good of psychological well-being.

1.7.5 Further Research Suggestions

The findings of this study create the basis for further research in areas of veterans and serving military personnel transition to civilian life psychological well-being. The participant’s well-being suggestions were considered and form part of the recommendations. The suggestions to veterans were intended to form part of the areas of future further research.
1.8 Scope of Study

The study focused on the influence of emotional, cultural, and economic preparedness on the psychological well-being of veterans released from the KDF.

1.8.1 Study Limitations

Study limitations were the influences that the researcher could not control. They were the shortcomings, conditions, or influences that could not be controlled by the investigator and placed limits on methodology and conclusions. The researcher could not control or influence the study restrictions on methodology and the assumption besides were:

(i) The researcher was limited to the veteran’s perception of the role of KDF, MoD, DEFOCA, the employer’s “Oath of Secrecy” influence, confidentiality, and trust at play.

(ii) The researcher did not have control of the DEFOCA leadership perception on their conviction on confidentiality concerning the study, and trust.

(iii) The researcher did not have any control over the KDF or MoD policy formulation on the influence of preparedness from active military service to civilian life on veterans’ psychological well-being.

1.8.2 Study Delimitations

The study was aided by the fact that the researcher is a veteran and therefore possesses adequate knowledge on the workings of KDF and has a good rapport with fellow veterans.
1.9 Operational Definition of Terms

**Cultural:** The Army's training and doctrine command culture Center defines culture as a “dynamic social system,” containing the values, beliefs, behaviors, and norms of a “specific group, organization, society or other alliances of collectivity, learned, shared, internalized, and changeable by all members (Wilson, 2010). In this study, culture means the KDF members, and veterans’ experiences of values, beliefs, behaviors, and norms in the setting of military and veteran’s collectivity.

**Economic well-being:** Economic well-being in the study implies, having present and future economic security (Peach, 2019). In this study, the term means the ability to make economic choices and a feeling of a sense of security, satisfaction, and personal fulfillment with one's economics and service pursuits.

**Emotional preparedness:** In this study, the term means the act of a veteran’s actuality of being prepared emotionally for release from the active military service to civilian life.

**Psychological well-being:** In this study, psychological well-being refers to inter and intra-personal levels of positive functioning that include one's relatedness with others, and the self-referent attitudes that include one’s sense of mastery and personal growth (Ryff & Singer, 2006).

**Preparedness:** In this study, the term means the state of being prepared by taking precautionary measures for an eventuality.
1.10 Chapter Summary

The Chapter highlights the empirical foundation of the study, expounds and addresses the key gaps with recent studies’ support, and explains the general purpose of the study with specific goals. The section demonstrates the research questions for the study and discusses the justification of the study with highlights on the limitations and delimitations. The operationalization of the terms used was also clarified. In the subsequent chapter two, the literature review was discussed.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review chapter covers the theoretical framework, the general literature review, empirical literature review for each objective, conceptual framework, and the chapter summary. The study establishes the historical and theoretical framework necessary to assist with knowledge concerning the influence of preparedness from active military service to civilian life on the veteran’s psychological well-being. It gives an insight theory-based survey of published works that relate to this concern (Davidsen, 2013). The theoretical context of the phenomenological approach informs detailed descriptions for interpretations of the field-collected data, and the inherent experiences to help with knowledge in this study. The chapter examines previous scholarly works related to the study which provides insights, instances, and significant assessments concerning the research problem. The conceptual framework demonstrated the relationship between the study variables presented (Omair, 2014).

2.2 Theoretical Framework

The theoretical framework explains the propositions as they relate to research and review of the key theories that formed the foundation of the study. Bourdieusian Transition Theory was the main theory reviewed in examining the influence of preparedness from active service on the psychological well-being of veterans in Kenya Defence Forces. To understand the influence of preparedness, the emotional theory and economic theory was also reviewed,
2.2.1 Bourdieusian Transition Theory

Concepts of Sociologist Pierre Bourdieu (2002), theoretical framework constructs the idea of the “Military to Civilian Transition” (MCT) theory and introduces a practical approach to progress the use of this theory into an adaptable framework to explore factors that affect MCT. The researcher devised a model of MCT called the “Model of Transition in Veterans” to examine why an enduring attachment to the military exists for Veterans. It developed an understanding of how reflecting on the past dealings on life events experienced in the military caused difficulty for some in transition. Bourdieusian theory considers the adjustment of military personnel back into civilian life, taking into account the importance of individual adjustments in the following trajectories; emotional, cultural, socio-economic, life stories, and subsequent discrepancies between the norms of the military and civilian environments. The researcher suggests that the transition model in veterans is a beneficial tool to reflect on how life experiences, both within and outside of the KDF, affect the transition process, as it may be adapted to consider periods of transition in all walks of life.

Sociologist Pierre Bourdieu (2002) theory constructs a theoretical framework for considering KDF active military service personnel to civilian transition concerning preparedness and psychological welfare. Social transition theory gave a clear outlook on enlisted military members, social-cultural changes influence, and the transitioning from active military service to civilian life. This social theory proposed a practical approach to examining the adaptation factors that affect military personnel transition to civilian life. It explained the social changes when examining the
significant phenomenology for a better understanding of the participant’s imminent actions (Cooper et al., 2016). The context of the use of Bourdieusian (2016) theory in the KDF veteran’s study perspective, was to assist in considering the adjustment of military personnel back into civilian life taking into account the significance of individual adjustments in emotional preparedness, social-cultural preparedness, and socio-economic preparedness lived sequential experiences, the succeeding inconsistencies between the norms of the military and civilian environments. The theory was suggestively a useful instrument to reflect on how life experiences and adaptation within and outside of the KDF affected the transition process consistency of active military service transition to veterans.

This theory, helped the researcher to understand how emotional and social cultures affected an individual’s cultural experiences besides the necessity to examine the influence of preparedness. The military to civilian transition process model encompassed the factors of social, personal, family, health-related, economic, academic, professional, and psychological. It is the sum of these factors that determined whether or not the KDF member could adapt to his or her new civilian life as a veteran. The adjustment or maladjustment was subjectively apparent.

The following figure 2.1 gives a diagrammatical representation of “Bourdieusian Transition Theory” which illustrates the veteran’s lifecycle. The life before enrollment into the military, life in the active service, and life as a veteran.
2.2.2 Emotional Choice Theory

The theory of emotions employed the rational choice logic of consequences or the constructivist logic of appropriateness to explain behavior. According to Bjola (2018), human decision-making can be motivated by emotions. Emotional choice theory theorizes that individual-level decision-making is shaped by the dynamic interplay among norms, identities, and emotions fear, anger, hope, pride, and humiliation.

Military loyalty as a morale emotion according to Connor et al. (2019), loyalty between soldiers is idealized as an emotion that promotes cohesion and combat effectiveness. Yet, little empirical work has examined how military personnel understand, feel, and enact loyalty. Research on Australian Defence Forces members’ in-depth semi-structured interviews revealed three core themes. That loyalty was reciprocity where there was an expectation that loyalty would be returned no matter what. There was an important aspect of an emotional connection for cohesion and loyalty as a prioritizing process where a soldier’s loyalty gave them a way of choosing between competing...
demands. Loyalty as a moral emotion enabled military personnel to give meaning to experiences. Handy interpersonal loyalties tended to surpass broader dim loyalties. Respondents understood their loyalties to fellow soldiers within wider social constructs of mate-ship and professionalism. The findings show the risks that come from a reliance on loyalty for combat cohesion.

The following figure 2.2 gives a diagrammatical representation of emotional theory. It illustrates the emotional process beginning with (a) stimulus, (b) perception and interpretation, (c) specific patterns of autonomic arousal, and last (d) the particular emotion experiences.

![Figure 2.2: Illustration of an emotional theory diagrammatical representation.](image)

2.2.3 Economic Theory

According to Smith (2021), “The Wealth of Nations: Complete (Royal Collector’s Edition) (Case Laminate Hardcover with Jacket)”, Adam Smith (1776), was the father of economic theory. The economic theory concept was the idea that markets tend to work best when governments leave them alone. The economic theory also provides an outlet for research in all areas of economics based on rigorous theoretical reasoning and on topics in mathematics that are supported by the analyses of economic problems (Brady, 2015). The concept of Peach (2019), “Social-demographic differences in economical strains and satisfaction in the Canadian Armed Forces, Journal of Military
“Veteran and Family Health”, cites that assets of decisions rules that align everyone to the solution and guide the economic decision-making process. The theory conceptual framework indicates that the veterans struggle to find jobs, grapple with poverty and it is devastating effects are disproportionately homeless. The US “Military OneSource Department of Defence Organization” provides free economical counseling to current and retired military members and their families. The Finra study indicated that 9% of veterans are more likely than the civilian population to have problematic credit behavior. The economic theory according to Peach (2019), assisted in the study to examine the influence of economic preparedness from active service on the psychological well-being of veterans in KDF. The following figure 2.3 is an illustration of a diagrammatical representation of the active service personnel transition to civilian life economic theory. It demonstrates the life of a veteran from
adolescence, young adult, active military service, and veteran in civilian life.

2.3 General Literature Review

The KDF military personnel culture has been associated with enduring hardship and traumatic events through training. The suppressed psychological issues to the military service workforce, afterlife events, and experiences ensuing to the perceptions cause difficulties to some of its members on transitioning to veteran life (Hachey et al., 2016). The effects of the military culture, following a belief that a soldier is hardy, then an exhibition of psychological issues are signs of weakness or skive, psychologically this affects the life of a soldier in future and also progresses to mental health issues in veteran’s life.

![Figure 2.3: Illustration of an economic theory diagrammatical representation.](image-url)
2.3.1 Influences of Emotional Preparedness

The influence of the independent variable, ‘emotional preparedness’ on the dependent variable, ‘Veteran’s psychological well-being’, was investigated. The influence of emotional preparedness on KDF soldiers to civilian life on the veteran’s psychological well-being was influenced by the lack of a comprehensive exit preparedness program. The veteran’s internal state of being, besides involuntary physical, and the logical response following the individual’s sensory factual dynamism related to military experiences, disturb the veteran’s emotional mental welfare. The influence on a veteran’s emotional well-being varies from one veteran to another on personal levels of resilience.

Secondly, the influence of emotional preparedness from KDF soldier to civilian’s life on a veteran’s emotional well-being is founded on the first days of recruits or cadet training instructions by the military trainers or instructors focused on commands and orders. The new troops are taught how to communicate quickly, clearly, without any hint of self-doubt or ambiguity, and with an inordinate sense of initiative. Gentile Ford, (2016), cites that soldiers may be viewed as rough, impatient, or even rude but it’s a great way to get tasks accomplished and maximum use of available time efficiently.

The study indicated that the influence of emotional preparedness from active service to civilian life on veterans’ psychological well-being was viewed differently. A soldier was believed to be accustomed to cohesion with colleagues, accountability, self-
control, targeted aggression, tactical awareness, lethally armed, emotional control, and obeying orders culturally. According to Boros et al, (2017), soldiers are perceived to be aggressive, give orders that lead to conflict with no clear chain of command in civilian naturalists.

Emotional preparedness influence immeasurably a veteran’s psychological well-being. The researcher agrees with the study by Thomas (2018), a citation that the military-civilian culture adaptation experiences without psychological preparedness, affect military personnel on the transition to civilian life as it affected their psychological health socially and emotionally. In the review of the Bourdieuan (2016), theory concept of habitus and capital, emphasizes crucial adjustments among military personnel, and civilian life. The military traditions influence the post-transition issues in the individual veteran’s life socially, and emotionally depend on preparedness during the transition on the psychological well-being and mostly determined by the social emotions among other factors.

The absence of emotional preparedness on active military service transition to civilian life influences the veteran’s psychological well-being. The active soldier’s transition to civilian life is mainly stressful besides being complicated (Cooper et al., (2010). Anxiety affects a range of facets of the military veteran’s life impacting the persona, social, family, or economic besides other civil adherence that may be positive or negative for the individual. The transition from military life to civilian life remained a scary task and veterans found it a difficult and confusing period (Blackburn, 2016). In the lens of psychology, the triggers of emotions on the soldiers and the military veterans are the lived emotions, social-cultural and social-economic experiences among
others (Cooper et al., 2016). According to Cooper et al. (2016), study data analyses on phenomenological on the veteran’s survey sample group; a quarter of the veterans reported difficult adjustment to civilian life while another cluster as smooth adjustment, however, the experiences were individualistic.

On the contrary, KDF veterans seem not to have specifically a welfare body or insight of any preparedness strategy from military to civilian life. The KDF recruits go through nine months of training at Recruits Training School while cadets complete seventeen months of drill at Kenya Military Academy. The training includes the field exercises that indoctrinate the trainees to military social culture. When one joins the military, the individual goes through a social-cultural indoctrination to become a soldier in any of the three services, become of the military community, and be looked after besides being unique (Cooper et al., 2016). Subsequently, there is no policy in place on demilitarization of a soldier at the release period to rewire the indoctrination. Similarly, there is no documented indoctrination of a soldier before the exit to civilian life after years of a very organized, regimented, relatively inflexible system or any preparedness for that matter.

The stress episodes experienced by the active soldiers and veterans, in various conditions, are reactions to adapt to the limitations of the environment, and coping. Cooper et al. (2016), refer to the representation of the constantly changing cognitive and behavioral exertions to manage specific external or internal demands as reflections of the acculturation in a veteran’s life. The military culture represents the ethos and professional attributes both in terms of experience and intellectual learning that
contribute to a common core understanding of the nature of war within military organizations and varies across time and societies (Wilson, 2008).

The influence of emotional preparedness from active military service to civilian life on the KDF veteran’s psychological well-being is influenced by the lack of a comprehensive exit program. The consequence of lack of preparedness strategy on exiting soldiers is a threat to psychological health. The veteran’s internal state of being and the involuntary physical, logical response in an individual’s sensory factual dynamism related to military experiences affect the veteran’s emotional welfare. Yet, the effect on a veteran’s emotional good varies from one veteran to another on personal resilience (Boros et al., 2017).

Diagram 2.4 below illustrates veterans’ emotional triggers from release from active military service to progression to civilian life dependent on the influence of preparedness on psychological well-being for normative or maladaptive adjustment.

![Diagram 2.4: Three primary conceptual dimensions underlying multidimensional grief theory (illustrative of normative/adaptive or maladaptive).](image)
2.3.2 Influences of Cultural Preparedness

Cultural preparedness influence immensely a veteran’s psychological well-being. The researcher concurs with Wadham (2014), military and civilians have different cultures due to orientation and environments. The KDF personnel has their own set of core values that the members of the service are expected to live by, from the first day that a recruit or cadet enters into military school or the academy. These values are introduced, taught, and enforced daily and this determines the influence of preparedness from an active military service culture to civilian culture.

The influence of culture on preparedness from active military service to civilian life on the veteran’s psychological well-being is the acculturation dynamics on the process of change from adult youth civilian to recruit or cadet, active military member, and the change back to civilian life as a veteran. The acculturation wealth of experiences manipulated by the influence of preparedness on the veteran’s psychological well-being affects all armed forces personnel at individualistic various degrees of resilience. The influence of military culture and civilian life preparedness for the active military service personnel transferred to civilian life on KDF veterans influence their psychological well-being. During the first days of recruit or cadet training, military trainers instruct and train the new troops how to communicate quickly, clearly, without any hint of self-doubt or ambiguity, and with an inordinate sense of initiative and this is a military culture of indoctrination. According to Weiss et al. (2021), military service members may be viewed as rough, impatient, or even rude. Nevertheless, it’s a
great way to get tasks accomplished, the efficient use of available time, and forms a part of the military social-cultural behavior.

The veteran’s internal state of developing an instinctive representation of the constantly changing cognitive and behavioral exertions to manage specific external or internal demands is a military expressive culture. It is a reflection of the acculturation in veteran’s life, situations based on the physical state, and sensory data from the inception into military culture. The KDF soldiers are accustomed to cohesion, liability, self-control, tactical awareness, discipline, and obeying orders. Soldiers exhibit aggressive behavior, and a tone of giving orders that lead naturally to conflict with civilians (Boros et al., 2017). Warner et al. (2014), the study showed that 4% of 984 US veterans interviewed, had a mental disorder, and 48%, had difficulties relating with family and friends, occasional anger outbursts, and loss of interest in daily activities, while another 48% had normal life progression. The US military veterans have VA welfare body and exit preparedness programs to take care of their welfare, unlike the KDF veterans where there is no psychological preparedness for veterans.

In the context of KDF, the absence of an active military service personnel’s psychological preparedness and care influences a spill to veterans’ civilian life. According to Washington Post; Website; https://www.Wshingtonpost.com/gdpr, retrieved on September 8, 2020, narrates on Ex-KDF Spc Christopher Katitu’s lived experiences that caused him PTSD after deployment to Somalia war zone twice. Ensuing to the Website narrative, the KDF
The military culture of belief that a soldier is a hardy caused veteran Katitu’s lived experiences to trigger the experiences reaction that led to PSTD.

The following diagram 2.5 represents the military-civilian transition process model, in acculturation. Diagram 2.5 below represents the military-civilian transition process model, in acculturation. Phase 1 represented the events of active military personnel pre-release. Phase 2A signifies active military personnel release. Phase 2B represented the veteran’s release on the transition to civilian life and Phase 3 represented the veteran’s post-release.

2.3.3 Influences of Economical Preparedness Experiences

The influences of economics on preparedness from active military service to civilian life on the veteran’s psychological well-being are the economic dynamics on the
monetary security assurance. The active military service personnel are assured of a timely regular salary to settle all necessary bills. When one is released to veteran status, the individual is left alone to hustle on his or her journey of life. The source of income may be low, and this influences the veteran’s psychological well-being.

Economical preparedness influences greatly veterans’ psychological well-being. The economic dynamics can be described as a social monetary that bring satisfaction of needs and wants through the allocation of scarce resources that have alternative uses. It relates to economics which represents money management and the process of acquiring needed funds. It also encompasses the oversight, creation, and education of money, banking, credit, investments, and assets besides liabilities that make up economical systems. The influence of economic preparedness dynamics on the KDF personnel and the progression to civilian life, on veteran’s psychological well-being, cause depressing emotions and mental illness. In a review of economic preparedness according to Pellillo (2012), PTSD and Traumatic Brain Injury (TBI) associated with economical hitches are the likely effects.

Lack of the ability to take care of the family economically, homelessness due to provision and care by the military that ceases with the exit from active service, then an inability to socialize due to economic constrict influences the veteran’s psychological well-being. The economic preparedness from the active military service to civilian life on the veteran’s mental good varies from one veteran to another on individualistic resilience. The influence of economical preparedness from active military service to civilian life on the veteran’s psychological welfare causes psychological distress to
most veterans. Elbogen et al., (2012), cited in a survey on post-deployment adjustment that the relationship between economic well-being and community reintegration of veterans of the war era, on national post-deployment change, experienced major depressing illness, PTSD, and TBI associated with economic hitches.

The following figure 2.6, Pathway 1 illustrates the post-deployment adjustment difficulties leading to economic issues. Pathway 2 illustrates the post-deployment economic difficulties that lead to adjustment issues. Exit from active military service means stoppage of salary (economics), hence inability for a veteran to meet the basic needs.

Pathway 1: Post-deployment Adjustment Problems Leading to Financial Problems

Pathway 2: Post-deployment Financial Problems leading to Adjustment Problems

Figure 2.6: Influences of economic on military veteran’s psychological well-being
2.4 Empirical Literature Review

According to Frenpong et al., (2015), the empirical literature review is usually the evaluation of systematic work that examines the past experiential studies to answer a particular research question. The purpose of the literature review is to discover the gaps in the literature and the advancement of knowledge from previous works. It attempts to answer specific research questions that need to be answered in a study, like a definition of the population, behavior, or phenomena being studied. The empirical literature review from this literature shall provide the knowledge to evaluate the KDF Veterans' systematic life and lived experiences by examining the influence of preparedness on the veteran's psychological well-being.

2.4.1 Influence of Emotional preparedness on Military Veteran’s Psychological Well-being

The influence of emotional preparedness from the active military service to civilian life on the veteran’s psychological well-being was the lack of a comprehensive exit program to the effect of active military service preparedness on the exit from a soldier to a military veteran. The veteran’s internal state of being and involuntary physical, logical response in an individual’s sensory factual dynamism related to military experiences affect the veteran’s psychological well-being. The influence on a veteran’s psychological well-being varies from one veteran to another on personal resilience (Boros et al., 2017).

Secondly, the influence of emotional preparedness from the active military service to civilian life on veteran’s psychological well-being forms the fact that during the first
days of recruit training, military leaders teach and train the new troops how to communicate quickly, clearly, without any hint of self-doubt or ambiguity and with an inordinate sense of initiative. The service members may be viewed as rough, impatient, or even rude, but it’s a great way to get tasks accomplished and use the available time efficiently (Boros et al., 2017).

The influence of the emotional preparedness from the active military service to civilian life on veterans’ psychological well-being was viewed: A soldier is accustomed to cohesion with colleagues, accountability and control, targeted aggression, tactical awareness, lethally armed, emotional control, disciplined, and obeying orders. They have aggressive driving, and giving orders leads to conflict with no clear “chain of command” in civilian naturalists (Boros et al., 2017).

The influence of the emotional preparedness from active military service to civilian life on veteran’s psychological well-being is also perceived soundly in the case of the Washington Post, “- The Kenya soldiers traumatised. n.d., a narrative on the effect of emotions that affected the Ex-KDF veteran, Spte Christopher Katitu. After two times in Somalia terrorist’s operations, the external and intra-emotional states influenced the PTSD experiences that influenced his later psychological state.

2.4.2 Influence of Cultural preparedness on Military Veteran’s Psychological Well-being

According to Wilson (2008), military culture represents the ethos and professional attributes, both in experience and intellectual learning contributing to a common core
understanding of the nature of war within military organizations and can vary in one way or another across time and societies. The influence of culture on preparedness from active military service to civilian life on the veteran’s psychological well-being was the acculturation dynamics on the process of change from adult youth civilian to recruit, active military member, and change back to civilian life as a veteran. The acculturation wealth of experiences manipulated by the influence of preparedness determines the veteran’s psychological well-being. The influence of military acculturation influences all armed forces personnel at individualistic variance degrees.

According to (Wadham, 2014), in the book entitled “A Brief Military Culture” by Field College undergraduate, Civilian versus Military;” the writer cites that military and civilians have different cultures due to orientation and environments. The military personnel has their own set of core values that the members of the service are expected to live by, from the first day that a recruit or cadet enters into military training academy and service. These values are introduced, taught, and enforced daily. This determines the influence of preparedness from an active military service culture to civilian culture on the veteran’s psychological well-being.

Worldwide, various battalion’s core values vary to some extent from one to the other, but their purpose is the same. Same implication for KDF veterans which objectively is the subject of this study. The influence of culture on preparedness from the active military service to civilian life on the veteran’s psychological well-being can be suggestively viewed as cutting across all militaries including the KDF.
2.4.3 Influence of Economical preparedness on Military Veteran’s Psychological Well-being

Economic can be described as a social monetary that bring satisfaction of needs and wants through the allocation of scarce resources that have an alternative use. It relates to economics which represents money management and the process of acquiring needed funds among other facts of economics. The influence of economic preparedness from active military service to civilians’ life on veterans’ psychological well-being is likely to result in major depressing illnesses, post-traumatic stress disorder, and traumatic brain injury associated with economic hitches. Lack of the ability to take care of the family economically, homelessness due to provision and care by the military that ceases with the exit from active service, and an inability to socialize due to economic constrict. The economic preparedness from active military service to civilian life on the veteran’s psychological well-being varies from one veteran to another on individualistic ability to handle lived experiences and resilience (Pellillo, 2012).

According to Elbogen et al., (2020), the study indicates that economic preparedness influences the veteran’s psychological well-being of veterans. The article: “Economic Well-Being and Post-Deployment Adjustment among Iraq and Afghanistan War Veterans,” specifies the relationship between economic well-being and community reintegration of veterans, with data analyzed from “n=1,388 Iraq and Afghanistan War Era veterans” who completed a national survey on post-deployment adjustment, the results indicated that they were likely to experience major depressing illness, Post-
traumatic Stress Disorder, and Traumatic Brain Injury was associated with economic hitches (Elbogen et al., 2020).

2.5 Conceptual Framework

The experience of a veteran can be understood from the developmental stages of humans (Djokoto, 2021). Every recruit or cadet as an individual in the early childhood developmental experiences progress to young adults qualifying for military enrolment. These experiences progress from infancy, adolescence to young adult, a stage referred to in human development psychology as the intimacy and isolation stage. Life in the military is a progression of the lived experiences, cognitive developments, and adjustments to a military career. The adulthood stage is a progression to the stage of active military service experiences that psychologists refer to as the stage of generativity and stagnation in life. Life after military service means the transfer back to civilian life as a veteran. The transition from military back to civilian life means adjusting to the veteran’s life for the remainder of existence, a phase referred to in psychology as a stage of integrity and despair (Maree, 2021). The progression to integrity and despair phase of a military veteran is influenced by the psychological preparedness emotionally, culturally, and economically among other factors for psychological well-being.

The conceptual framework diagrammatical representation number 2.7 shows the veteran’s developmental experiences and relationships that hugely contribute to the manipulation of the variables.
As well the following figure 2.8 gives a diagrammatical representation of the dependent, independent, and intervening variables that are discussed in the captions in detail. The first phase presents the independent variable (a) emotions, (b) Culture, and (c) economic stability.
This chapter presents a systematic review of literature capturing previous studies that had been done on relatedness to the influence of preparedness from active military service to civilian life on veterans’ psychological well-being. The literature review involved analysis of scholarly articles, books, and other sources that provided insights and significant understandings related to the research issues understudy (Mod.go.ke 2020). Bourdieu’s social theory insights mainly guided the researcher as it informed the study objectives and methodology adopted in this study (Cooper et al., 2016). The emotional theory concepts of Bjola (2018), and economic theory concepts of Peach (2019), contributed to the information on the objectives. The empirical pieces of literature 

**Figure 2.8: Independent variables, intervening independent variable, and the Dependent variable.**

### 2.6 Chapter Summary
reviews provided the knowledge to evaluate the KDF Veterans' systematic life and lived experiences by examining the influence of preparedness on the veteran's psychological well-being. The conceptual frameworks demonstrated the relationship between the study variables presented (Omair, 2014). Chapter three highlights the research methodology.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This study aims to explore the influence of preparedness from active military service to civilian life on the psychological well-being of the KDF veterans. The chapter describes the methodology that guided the study on research design, population, sampling design, data collection methods, research procedures, data analysis approaches, and ethical considerations. A qualitative approach using in-depth semi-structured interviews and focus group discussions involving the veteran participants was used.

3.2 Research Design

The research design chosen for this study was phenomenology. The design was characterized by a descriptive examination of the phenomena understudy in a non-prejudiced way (Davidsen, 2013). It was also seen as a philosophical approach to inquiry in which the researcher concretely described phenomena as it appeared naturally to bring out the lived experience of study participants about the phenomena as a way of meaning-making (Qutoshi, 2018). Thus, phenomenologists aim to describe as precisely as possible, the phenomenon in question, as perceived by the people who had experienced it (Englander, 2016; Groenewald, 2004). In this research, phenomenology was selected as the appropriate research design as it enabled the researcher to describe and interpret the life world of veterans and their transition to civilian life as a phenomenon and made meaning of their lived experience from the viewpoint of their psychological well-being (Sundler et al., 2019).
3.3 Population

Nairobi hosts the MoD personnel Office which coordinates the three military services countrywide and the pensions Office. The DEFOCA Office is as well located at NyayoHouse in the Nairobi City Centre. The DEFOCA Office facilitated the veteran’s referrals contacted from a sample of 2,901 national-wide veterans (Mod.go.ke, 2020).

3.4 Sampling Design

Sampling is the process of systematically selecting a small proportion of the population to be targeted as research participants (Omair, 2014; Sharma, 2010). In qualitative research, sampling is referred to as; “the selection of specific information sources from which the facts collected to address the research objectives” (Gentles, 2015). This implies the use of a non-probability sampling design. The goal of this research was to gain insights into the phenomenon of veteran preparedness for the transition from military to civilian life and how it affected their psychological well-being. This was in line with Omona (2013), who explains that in research, where the goal was not to generalize findings to the entire population but to obtain insights into a phenomenon, a non-probability sampling design was more appropriate.

3.4.1 Sampling Frame
The sampling frame was the impartial list of the three KDF service members’ target sampling (Omair, 2014). In qualitative research, a comprehensive list of participants that are used to construct sampling frames that yield the relevant participant’s information is often unavailable beforehand (Gentles et al., 2015). Thus, to include all military veterans registered and unregistered in DEFOCA was a challenge following the KDF’s secrecy to divulge its actual members for strategic security reasons. The sampling frame constituted 10 participants from each service - Army, Air Force, and Navy.

3.4.2 Sampling Technique

A purposive selective sampling technique approach was used that relied on the researcher’s judgment of the research participant’s suitability. The verified individual biodata was included in the sample that was based on their ability to respond to the research questions as one who was knowledgeable about the subject matter or have experienced it (Sharma, 2010). The individuals included in the sample were selected based on their relevance to the topic of research and not because they represented their population (Ishak & Bakar, 2014). Compared to other sampling approaches, “purposive sampling was a more acceptable sampling procedure for this qualitative research, particularly when it involved selecting participants for special situations” (Ishak & Bakar, 2014, p. 32). Purposive sampling was preferred in qualitative research as it facilitated the selection of research participants with the capacity to provide rich information that was of relevance to the phenomenon being investigated. The precise non-probability technique that was used, was the qualitative model of in-depth
interviews and analysis of phenomenological participants’ insights experiences (Vasilieiou et al., 2018).

The technique was applied to select purposively both genders of veteran participants who had served in the KDF for five years and above from the three services. Thus the interview questions were administered face-to-face and the responses were used to examine the influence of the emotional, cultural, and economical experiences on the veteran’s preparedness on psychological well-being. The technique was used to capture the participant’s phenomenological lived experiences through the oral responses, for impartial information analyses.

3.4.3 Sample Size

Preceding the in-depth interviews, the researcher prepared to balance the participant’s experiences by considering recruiting the participants equally from the three KDF services. The sample used was a small portion of the population that was being targeted for investigation (Omair, 2014). Guetterman (2015), analyzed 11 phenomenological studies and found that the mean sample size used in the studies was 30 participants to yield valid and reliable results. Generally, the KDF samples tended to be small to allow room for an in-depth analysis that characterized qualitative modes of inquiry (Vasilieiou et al., 2018). Additionally, the attention was drawn to information saturation in qualitative research, with experts’ suggestions of the “little new” information that was generated after interviewing 30 people or so belonging to one analytically relevant participant category (Vasilieiou et al., 2018). For this reason, a
purposively selected sample size of 30 KDF veterans comprised of participants from the three services; Army-10, Air Force-10, and Navy-10) were used. The selection arrived at impartially through an obtainment of contacts lists of 10 veterans from each of the three KDF services. The lists were achieved from the Nairobi DEFOCA branch Secretary at Nyayo House Office, and referrals. The selected participants represented about 1% of the DEFOCA population of 2,901 veterans. Yet, this was presumed to represent all KDF veterans’ populations (Mod.go.ke, 2020).

3.5 Data Collection Methods

The interview method was used for this research. This technique is at the core of the definition of phenomenology whose aim is to “develop new understandings of human lived experiences, relying on first-person accounts generally obtained through participant’s interviews” (Gentles et al., 2015). This method is popular with phenomenological studies because it offers a rich first-person account of experiences and it was robust with an exploration of topics ranging from emotional, cultural, and economic issues to first-hand encounters, the perceptions, besides meanings as expressed by the research participants (Greening, 2019).

An interview protocol was used to guide the process of gathering information from the research participants (Gentles et al., 2015). Questions and probing addressed thematic areas of concern in veteran preparedness to transition from active service to civilian life and the implications on their psychological well-being (Greening, 2019). The interview guide contained probing questions that helped answer the influence of preparedness from active KDF services to civilian life on the veteran’s psychological well-being.
3.6 Research Procedures

The interview protocol was first pilot-tested, then its reliability and validity were checked before administration of the actual research. The necessary changes were made for clarity of the interview questions to bring out in-depth participants’ phenomenology. Each of these stages was discussed in this section as follows:

3.6.1 Pilot Study

A pilot study referred to the small-scale implementation of the planned research to serve as a trial run to guide in the development and implementation of the actual research (Kim, 2010). This process was considered as an integral part of the research to test the efficacy of the questions and conceived an idea of the practical issues the researcher confronted in the field (Majid, et al., 2010). Flaws in the framing of questions and robustness of the themes were tested at this stage and the necessary modifications were made (Majid et al., 2010). This process also facilitated the assessment of the resource inputs such as time, money, and human resource needed to execute the research successfully (Malmqvist et al., 2019).

In this research, the interview protocol was piloted on six veterans, two from each of the KDF service namely; Army, Air Force, and Navy. The qualitative method and the study design chosen for this study was the phenomenology to collect the phenomenological information for interpretation and analyses of the participant’s lived experiences for the test thereof. Results from the pilot study informed further
development and refinement of the interview protocol as well as assessment of its reliability and validity.

3.6.2 Reliability of the Instruments

In addressing reliability, the chosen medium yielded similar findings when used by other researchers, and this called for the empathy of the appropriate respondents who provided valid information about the phenomenon under study (Davidson, 2020). In this qualitative research, the researcher was recognized as the most important tool and as such, made every effort to ensure that every participant recruited into the sample provided the kind of information that was needed to have the research questions of the study adequately answered (Ishak & Bakar, 2014). Thus, reliability concerns were addressed through a careful purposive selection of veteran participants who had transited from active military service to civilian life and were willing to contribute to the study freely, after reading through the participant’s recruitment letter of consent.

3.6.3 Validity of the Instruments

Validity in this phenomenology research was enhanced by starting close to the phenomenon to facilitate the identification of suitable constructs (Davidson, 2014). As part of assuring the validity of the research, Sundler et al. (2019), proposed three methodological principles that were followed in the current study. The first methodological principle was the emphasis on openness, whereby the researcher maintained an open mind and sensitivity to the meaning of the veteran’s lived experiences articulated. How they were expressed when searching for meaning,
questioning their understanding of the information to make sense of the phenomenon in the new light so the invisible aspects of the veteran’s experience become visible.

The second principle suggested by Sundler et al. (2019), was for the researcher to question own pre-understanding by “identifying and becoming aware of preconceptions that influence the analysis” (Sundler et al. 2019, p. 1035). This involved an effort to keep off own assumptions and experiences as much as possible by maintaining a critical stance and reflecting on the understanding of the information and the phenomenon. Feedback from the researcher formed an important part of the validation process (Ataro, 2020).

The third principle, according to Sundler et al. (2019), was to adopt a reflective attitude. To become more aware of own assumptions and take the actual context of the research into account. This called for reflecting on why some meanings manifested, how participants described meanings, and whether the said meanings were grounded in the information arrived at.

3.6.4 Administration of the Instruments

The interview protocol was administered using face-to-face meetings interviews, yet, owing to the military Secrecy Oath, the participants declined the researcher’s use of the audio recording. The researcher commenced the research by obtaining a United States International University (USIU) research approval, Institutional Review Board (IRB) permission to proceed with the research, and approval by the Nairobi DEFOCA Manager to do a social study on the impact of preparedness on the veteran’s
psychological well-being. The research license from the National Commission for Science Technology and Innovation (NACOSI). The researcher created the necessary rapport with the respective participants and obtained their consent endorsement after reading through the participant’s recruitment consent letter.

The researcher scheduled interviews in three locations in Nairobi using a convenient mode and at a suitable place and time. The locations were; Blue Springs Hotel hall along Thika Road, Ambassador Hotel hall in the City Centre, and one of the veteran’s business private premises in Embakasi. All ethical protocols were adhered to during the interview process with participants’ consent. The interview process commenced at these sites at different periods. The researcher jotted down quick notes using a jotter that was maintained for each research participant's responses. After the oral interview inquiries with probing for in-depth understanding, the individual information was coded appropriately for quick and anonymous identification during information transcription. The diagram 3.1 below illustrates the seven steps in

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Step 1: IRB
Permission to seek NACOSI approval

Step 2: NACOSI
Permit to commence research

Step 3: DEFOCA
Approval to do the study on Veterans

Step 4 Participants’ Consent and interviews

Step 5 Mode and medium of interviews: Face-to-face,

Step 6 Interviews, note-taking, and major themes information analyses

Step 7 Expressive Information decoding

Diagram 3.1 Step 1: IRB
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instruments’ administrations.

*Figure 3.1: The seven steps instruments administration.*

### 3.7 Data Analysis Methods

Giorgi et al. (2010), thematic analysis method was applied following a 5-step process illustrated as shown in Figure 3.2 below. Reporting of the findings were focused on a detailed description of the participants’ preparedness for the transition from active service to civilian life by providing an expressive summary of the major themes, vigorously reporting of them verbatim, and interpreting the findings through the information as opposed to explanation (Qutoshi, 2018). As illustrated in the figure, the five-step process commenced with verbatim data transcription, followed by a first reading of the whole transcription to get acquainted with the whole information before delineating the meaning units through a process of re-reading. This process entailed coding the information by categorizing and making sense of the meanings found in the text, a reflection of the veteran’s lifeworld (Greening, 2019).

After meaning units were identified, the researcher transformed the lived experiences as described in the text into psychological meanings and finally used the transformed thematic meaning units to describe the participants’ experiences. Throughout this process, there was an effort to understand the text in terms of the whole and the entire in terms of its parts. By moving back and forth in this manner, the researcher was able to dialogue in a manner that marked out the meanings that corresponded to with aim of the study (Sundler et al., 2019).
Sundler et al. (2019), propose eight checklist questions that guided the researcher in ensuring the robustness of the analysis. The questions drew attention to whether the analysis was presented thoroughly, the clarity of the process of generating themes, and the demonstration of the analytical process. The presentation of themes using quotes, logical presentation of findings, the relevance, meaningfulness of the results, contribution of the new knowledge, critical reflection on the process, examination of the researcher’s role, and influence during analysis. Reflecting on each of these elements, the researcher was able to describe the veteran’s transition to civilian life, their lived experience concerning preparedness, and what it signified for their mental well-being (Greening, 2019). In this way, the researcher was able to compile a report that was not only comprehensive but a true reflection of the veteran’s lived experiences of transition to civilian life.

The diagram 3.2 that follows illustrates the five steps of administration of information collection and analyses from interviews, a gap on the basic sense of the entire situation, to trace the outline, to transform the respondents’ lifeworld expressions into psychological meanings, and use of the transformed meaning unit expressions as the basis for describing the psychological structure of the experiences.
3.8 Ethical Considerations

The researcher had to consider a set of ethical measures to put in place as part of the requirement for this research. Arifin (2018), explains that ethical considerations are moral principles, decisions, and actions that a researcher takes to protect the study subjects from harm that may come about due to the research and to preserve their dignity and rights. Topical issues addressed in this process included informed consent, voluntary participation, termination of participation, privacy, the confidentiality of participants and their data, as well as honesty, then openness (Sanjari et al., 2014).

In this study, an informed consent form clause was incorporated in the participant’s recruitment letter which was read and endorsed individually by the participants before commencing the interviews. The form disclosed the aims and objectives of the study, defined the role of each party, made explicit the rights of research participants, and outlined how the data was to be used. The research participants were given a chance to ask the questions individually and addressed the concerns that arose by way of clarifications before separation for individual participant’s interviews. Individually, they did endorse as were required to sign the informed consent declaration after they read and understood what the research involved and freely gave their consent.

Face-to-face interviews were conducted individually in three separate sites in a quiet and private location of participants’ choices due to the COVID19 pandemic. This ensured the
participant’s empowerment on decisions concerning where the interview took place and where agreeably they felt comfortable being interviewed. The researcher ensured that cultural sensitivity was given the potential diversity of the research participants. The researcher was also aware that the process of obtaining the lived experiences of the veterans would have the unintended consequence of causing emotional distress due to some unconscious memories triggered to consciousness (Arifin, 2018). As Corbin and Morse (2003), cited in Dempsey et al., (2016, p. 482), assert; “a researcher cannot always predict how participants may be affected because some issues were not always apparent at the outset”. For this reason, an empathic and listening stance was adopted throughout the study for such research participants, and where necessary, a counseling session was arranged by the researcher on a pro-bono basis as the need arose.

The researcher took measures to protect the identity of the research participants. This involved a two-stage process. The first stage was the use of pseudonyms (false names) assigned to research participants to preserve their anonymity during data collection to preserve their anonymity, defined as “the degree to which the identity of a respondent was unknown, unspecified, and the respondents cannot be linked to their responses” (Allen & Wiles, 2015).

The second stage was the anonymization of the data gathered. This was an intended maximize of the participant’s anonymity (Saunders et al., 2015). It was achieved by assigning a mix of code numbers and letters for each pseudonym. This was anticipated that the two-stage process sufficiently kept the participants’ identities secret.
A final way through which the researcher ensured the confidentiality of the data collected was through data protection. Respectively, all interview transcripts, field notes, and other documentation in physical form were stored in a file cabinet which was kept under lock-and-key, accessible only to the researcher. For electronic data files, passcodes were assigned using encryption features available for files and folders. The passcodes remained known to the researcher only and periodically changed.

The researcher ensured that the research complied with all the ethical procedures and institutional clearances that were necessary before conducting the study. Both the research proposal and interview protocol were subjected to the Institutional Review Board (IRB) at USIU and were approved for ethical soundness. A research permit was sought from the NACOSTI and a letter of introduction to seek further permission from DEFOCA to undertake the study among KDF veteran members was approved before fieldwork commence.

3.9 Chapter Summary

This chapter offers a detailed explanation of the research design and methodology that was followed in undertaking the study. As discussed in the chapter, a phenomenological approach was used to explore the veterans’ preparedness from active service to civilian life and how this influenced their psychological well-being. The sampling design entailed purposively selecting 30 veteran participants across the three KDF services - Army, Air Force, and Navy for the study. The chapter discussed the data collection, research
procedures, data analysis, and ethical considerations. In the next chapter, the research findings were analyzed.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contains detailed presentations of the results of the study. Theresults of the in-depth oral interview questions to examine the influences of emotional preparedness, cultural preparedness, and economic preparedness on psychological well-being, data results are presented. The salient results are presented in form of individual voiced experiences. The data presentations in this chapter are in the following sub-headings: General information for each objective, and the chapter summary.

4.2 General Information

The general information that addresses the demographic information, that involved 30 participants of both genders, 25 males and 5 females purposively sampled after they read the consent letter and agreed to be participants in this study. They had joined the KDF at diverse periods and exited at different phases. To understand what influenced the individual participants to join the military, the researcher had structured four closed-ended questions on influences of military uniform, money, patriotism, and peers. Out of the 30 participants, 20 voiced that they were influenced by innate patriotism to serve their Country, 4 specified the need to earn money, and another 4 stated it was the peer influence, while 2 indicated that they were impressed by the military uniform.

Investigation on the individual enlistment age in the military, there were eight categories of ages. Out of the 30 participants, the categories were coordinated as follows:
Ages 18 and 19 years old - 7 each, age 20 years old - 4, age 22 years old - 5. Age 23 years old - 1, age 24 years old - 1, age 25 years old - 4, and age 26 years old - 1.

Survey on the individual progressive rank attained at the period of release from active military service to veteran life, the participants indicated a variety of individual rank achievements. Out of the 30 participants, ranks achievements chronologically starting from the lowest rank were as follows: Noncommissioned Officers category, Senior Private (Spte.) and Corporal (Cpl.) - 2 each, Sergeant (Sgt.) - 1, Senior Sergeant (SSgt.) - 8, Warrant Officer II (WOII) - 3, Warrant Officer I (WOI) - 4. Commissioned Officers category; Captain (Capt.) - 2, Major (Maj.) - 5, Lieutenant Colonel (Lt Col.) - 2, and Full Colonel (Col.) - 1.

Analysis on the reason for release from the active military service to civilian life, four reasons emerged: Retirement, resignation, and services no longer required. Out of the 30 participants, 24 indicated that they retired, 4 specified that they resigned and 2 were released on services no longer required. The researcher also inquired on the participant’s academic qualification at the recruitment period and the response emerged in three certificate categories: “O” level, “A” level, and Degree. Out of the 30 participants, at entry into the military qualifications were; 23 were of “O” level, 5 were of “A” level, and 2 were University grandaunts. A survey on if the individual participants had any post-military professional career before joining the military, out of the 30 participants 25 indicated that they had none, 4 specified that they had completed a teaching training career and 1 had completed an Aeronautical engineering career program from Nairobi University. All had no nuclear family at the entry into the military but had achieved a nuclear family by the period of exit.
Examining the participant’s professional career attained in the military applicable to civil society after exit, out of the 30 participants the responses were as follows: 9 confirmed that they had achieved a security expert career, 3 specified had emerged as Aircraft Technicians, and another 3 had qualified in Purchasing and Supplies Management career. Further 2 exited with Nursing careers and another 2 with Security and Storekeeping careers. Other careers achievement were represented by one participant for each cluster as follow: 1 Accountant, 1 Administration management, 1 Clerk, 1 Electricalengineer, 1 Pilot, 1 Public health, 1 Radio technician, 1 Sailor, 1 Senior Manager, 1 Supplies Management, and Stores Procedures, 1 Teaching, and lastly 1 Security expert.

4.3 Results for each Objective

In this section, the results are presented on emotional preparedness, cultural preparedness as follows.

4.4 Emotional Preparedness and Psychological Well-being

The results of the emotional experiences expressed by the respondents in face-to-face verbal interviews were responses to the 10 semi-structured probing questions. The objective was to examine the influence of emotional preparedness from KDF active military service to civilian life on their psychological well-being. The individual responses were analyzed and the voices cited.

Inquiry on how participants’ experiences change an individual’s sensation and behavior when joining the military as a recruit or cadet elicited responses affirming that there were changes in behavior, physical responses, and feelings. Also in a survey on the
emotional state when separating from military culture, the common responses were the feelings of disheartening, missed the friends, the military social culture, felt fear of the unknown, and isolation into another strange world, but was free from orders and commands. The oral responses were as follows:

There was a physical transformation following the hard training, being mentally fit, and proud to be a dependable soldier. I felt physically hard trained, fit, and had a feeling that I can be dependable; proud to be a soldier.

Examining if one felt stressed at any one time while in the military, all admitted to having been stressed by the seniors one time or another.

The training was stressful, with military commands, and orders without questions. Abandoning an order to follow the last order among many was very stressful with sometimes unfair disciplinary treatments.

Inquiring if the respondents individually missed the military society and friends, the majority responded in affirmative but after sometimes adjusted to civilian life.

I missed the teamwork spirit in the military, it is not experienced in civilian life.

Those who resigned indicated that they did not miss anything to do with the military at all, yet, one held:

I do not miss the military at all. I resigned to go for University studies and I felt good since I got back my freedom to reason and question things I do not believe in.

On investigating whether one felt comfortable in civilian society as a veteran, some said they had to force themselves to forget they were in the military to fit in the civilian life.
You have to forget that you were in the military to fit in civilian life and do not let people who are not aware know that you are a veteran. The word military veteran does not exist in any official capacity in Kenya. After liberating yourself from military mentality, then you fit very well in the civilian world. Using the military experience, worked well in the civilian environment for me though at first, it was not easy because of my perception that civilians are arrogant. Yet, later I realized that it was not arrogance, civilians had a lot of freedom to do what they want at will, unlike the military.

Survey on if the respondents experienced any physical or mental injury while in the military, the majority responded in affirmative.

Yes. I experienced mental injuries following work stress. I experienced a physical injury during military training and endurance exercise. I was physically injured when I broke my leg during advanced training in Israel, Goran Mountains.

Inquiry on the individual experience of the act of war, physically or mentally while in the military majority responded in affirmative. A few specified that they were in support departments and at no time did they experience any act of war directly.

Yes, I experienced the Shifter banditry war. I was in the first contingent that captured Kismayo in Somalia. I experienced a mental war that was never to be with Uganda’s President Museveni’s threat, where he had claimed that the Uganda boundary was at Naivasha and would invade Kenya to reclaim the original boundary. As for KDF soldiers, we were put fully on alert, prepared for war but at the
last minute, it was put on stand-down when I passionately had felt mentally at war with Ugandan Army. I felt bad emotionally for the stand-down at the last minute. I fought in during the 1982 attempted coup. No experience of physical war, I was always in the base repairing the operations Aircraft.

Inquiry on if the individual respondents went through any regrettable experience in the military, all independently indicated that they had a regrettable event at one time or another.

Yes. I was denied pass-leave to visit my sick mother admitted to the hospital and instead got deployed in Somalia operations. She died only to be released for burial attendance.

Examining if the respondents did feel marginalized on exit to civilian life, or stressed at any one time while in the military, the responses were:

I did not feel marginalized, I had a BSc degree in Aeronautical engineering and I was easily absorbed in a civilian Aviation job at JKIA as Aircraft Engineer. There is discrimination and marginalization on the pension for those who exited ten years and above and those who are retiring to date. The experiences of the 1982 attempted coup by KAF make me feel guilty and stressed when the memory resurface. We were commanded by our commanders in the Army to shoot our KAF colleagues as enemies in the name of suppressing the coup. Tortured those arrested, and some I knew well as my military entry cohorts. I joined the military to be a pilot but with my BSc degree, I was not considered but guys with only certificates were considered discriminatively. The serving military colleagues had little to share with veterans in the civilian world. I
believe that was why they side-lined me as a veteran. When I visited the barracks after becoming a veteran, I was treated like a civilian. It was like I was not a soldier in the same barrack. Like a Jetfighter pilot, when I exited the KAF, I went to look for a pilot’s job with civilian Airline companies and I was told that I must do a Civil Aviation conversion course first while a civilian with only a flying certificate with no flying competency hours’ accumulation experience were employed directly and I felt marginalized.

Inquiry on if the KDF or the DEFOCA offered any arrangements to prepare serving military personnel for an exit, all the respondents responded in the negative: No arrangement, policy, or program.

During my exit, we were taken for a two-week seminar and tours to East African BreweriesLimited and Coca-Cola companies, meaning there was no policy or program. None, but we were taken for two days seminar that involved how to start a small business as a retiree and toured the Port of Mombasa, and BOC plant in Mombasa.

4.5 Cultural Preparedness and Psychological Well-being

The results of the cultural experiences expressed by the respondents in face-to-face oral interviews used 15 semi-structured probing questions. The objective was to determine the influence of cultural preparedness from KDF active military service to civilian life on the veteran’s psychological well-being. The individual responses were analyzed and the voices cited.
Inquiry on if the participants experienced a social-cultural change on joining the military, the responses were as indicated. The majority of the respondents agreed that they experienced social-cultural change on joining the military. The respondent’s voiced:

*Once you are enlisted, the military training transforms you from civilian social culture to a military societal culture till you reach your run-out date. I was changed from being carefree to doing things in a teamwork spirit and obeying orders without questions. In the contrast, few indicated no experience of change. Having been born and brought up in the military barracks and culture, I did not experience any social culture change. I was already used to commands, matching, Salute, guns, and so on.*

Inquiry on if the respondents experienced any social-cultural change as a recruit or cadet, all attested to have had experienced a social-cultural change from individual cultures to a new military social-culture as trainees and progressively to career soldiers.

*All recruits and cadets came from all parts of the country with different beliefs into the training but we all blended and were assimilated to military social culture. The way I socialized as a civilian changed with military training and the collective way of doing things in the military.*

Inquiry on if the respondents experienced any social-cultural belonging to the military, majority of the respondents affirmed that they experienced social-cultural change as veterans, and also felt to belong to the military than civilians but the military was no more.

*When I retired, the civilian neighbors kept a distance from me saying that I was still a soldier. Simultaneously, the serving colleagues viewed me as a veteran with little to do*
with them leaving me with no sure social culture. I slowly changed socially back to civilian life social culture principles from commands and orders but with challenges.

Inquiry on if the respondents missed the military social culture as a veteran, the respondents indicated that they missed it but others indicated that not anymore.

*Not at all. I resigned when I found that there was no patriotism social culture but a job opportunity. I miss military colleagues’ carefree jokes, sharing drinks in the mess, and other things as comrades. I miss the Aircraft war game maneuvers and the ceremonial parades.*

Investigating on if the respondent missed the military social culture as at present as a veteran, the majority stated that they did during exit but not presently.

*Yes, but what can I do, my cohorts had retired. Those in the barracks are new young guys with little experience that we can share. Not anymore, I have made civilian friends and fellow veterans that I trust and share issues with. Most of my current friends do not know that I once served in the military and the ones who know do not talk about it hence I do not miss it.*

Inquiry on if KDF has a veteran’s elaborate preparedness exit program for active military service to civilian life, all the respondents affirmed that there was none. Yet, some cited two days to two weeks tailor-made seminars organized by the Battalion of Base Commanding Officers.

*No elaborate program. This is the most unfortunate fact. The KDF Chapter (laws) states that a veteran is transferred to the reserve and continues to earn a four months’ salary and allowances in every year of military refresher training in reserve. If*
recalled to active service, earn full emolument but it does not happen. No program that I know, but tailor-made seminars. No, I did not go through any exit program from KDF. No, who cares about you as a veteran?

The question on if the respondents got any kind of assistance after KDF exit from any quarter, the response was generally not at all except the medical cover for those who contributed when in the service.

_Not at all. I was on my own except for the medical cover which I had contributed towhen I was in the service. Assistance! Only from my family._

Inquiry on if the respondent was a member of DEFOCA, the majority indicated that they were not for the reason that they either did not see its benefits or they were not comfortable with its readership.

_I lost interest because I did not see the benefits of DEFOCA. Notably, it is led by the serving military generals who view the retired colleagues with unwarranted suspicions. I did not find any use to join since they talked of helping during burial moments which I did not care about. I found nothing helpful from DEFOCA in my lifetime. I am a member because I paid for membership when I was in service._

Inquiry on what the respondent would recommend to KDF, MoD, and DEFOCA on veteran’s physiological well-being, the respondents indicated that KDF should engage psychologists for physiological care to soldiers, and have an elaborate exit program for retirees. MoD to prepare prompt emoluments for the exiting personnel, DEFOCA to establish a veteran leadership.
I suggest the DEFOCA be led by veterans and not the serving Generals except for the patron who is the President. KDF and MoD should come up with an elaborate policy program to prepare the exiting soldiers for veteran life. KDF should engage the services of a psychologist for psychological care of the soldiers. The MoD should continuously review the pensions increment regularly and bring it at per with those retiring progressively. The retired generals are awarded state political jobs. The State should develop a policy for jobs that can be awarded to the other cadre of veteran retirees.

Inquiry on whether the respondent had any difficulties integrating with civilian society as a veteran, the majority responded in affirmative. A respondent who had resigned expressed not to have any hitches.

*I took time to observe civilian social behavior and I adjusted to their social culture. At first, due to military teamwork, social culture, I had hitches in integrating to civilian carefree social culture. I made a deliberate decision to assimilate myself into civilian social culture when I resigned.*

Investigating on the respondent’s adjustment to civilian life, the majority indicated that it was a struggle but adjusted with time.

*It was hard but I survived by involving myself in Church and other groups activities where I later came to be in the leadership. It was difficult at first and sometimes I found myself using a commanding tone and talking authoritatively without knowing, a behavior that scared my civilian friends but later I came to adjust. My adjustment was good. I was prepared mentally to get back to civilian life when I resigned.*
4.6 Economical Preparedness and Psychological Well-being

The results of the economic experiences expressed by the respondents in face-to-face oral interviews used 6 semi-structured probing questions. The objective was to investigate the influence of economic preparedness from KDF active military service to civilian life on the veteran’s psychological well-being. The individual responses were analyzed and the voices cited.

Inquiry on if the respondents experienced any economic constraints on the exit from the military, all indicated that they experienced economic constraints. The majority had family and children in school when they were exiting with no regular salary as a veteran and the pension was little.

Yes, I did. I had no usual regular salary I used to receive. I developed the instinctive behavior of hustling and coping with the situation without complaining. I had economic constraints due to my children who were in high school. The pension is not enough for all my expenses and that means I had to invent survival methods and adjustments in economic priorities.

Survey on the respondent’s ability to meet economical obligations, a sizeable number of the respondents indicated it was not all. A trivial sum indicated that not really, while a few specified that they were able to meet their economic obligations through civil employment.

Not really with a nuclear family and other obligations without a regular salary. It remained an uphill task but I am managing somehow. I did not experience economic constraints because I was supported by my wife and children and later got a good job.
Survey on if the respondents were empowered at any one time on economic management, the majority indicated that they were not while a few specified that they were empowered by the seminar.

Most KDF retirees die in abject poverty due to a lack of economic management skills.

Yes, I was empowered through a seminar and now I am doing my own business. I was empowered by the family business.

Inquiry on if the respondent was in any civilian employment, the majority said that they were not. A few specified that they were in employment in civilian organizations’ jobs.

On the plans after exit, the majority said that they had a strategy to involve in self-employment while few had not thought about it.

I am an operations manager of Sky Ltd at Wilson Airport. Not at all, I am doing my own business and a senior citizen (elder). I planned to do my own business, to start a clinic in the estate but found out that it was not making a profit. I operate my bar doubling as an estate security chairman. An elder in the estate and Church.

Probe on if KDF or DEFOCA prepared the respondent in any way for economic management, the majority said they were not while a few specified that they were prepared through tailor-made seminars arranged by the commanders of the respondent’s Base or Battalion.

Nobody cares about the one who is transferred to civilian life. I was prepared by the two-weeks seminar arranged organized by the service for those who were going on retirement.
4.7 Chapter Summary

This chapter covered the data presentation. It entails the demographic data and results for each objective: emotional preparedness, cultural preparedness, and economical preparedness on psychological well-being. The next chapter five discusses the summary, the discussion, conclusion, and recommendations as per the study objectives.
CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the results, discussion of the results, conclusions and recommendations, suggestions for improvements, and further study for each of the objectives. The scope of the conclusions is limited to the context of the influence of emotional, cultural, and economic preparedness on the psychological well-being of KDF veterans in Nairobi County. The key findings of this study are based on the prevalent themes developed from participants’ interviews.

5.2 Summary of the Results

The study practically examined the influence of preparedness from active military service to civilian life on KDF veterans’ psychological well-being. The objectives of the study were to examine the influence of preparedness manipulated by emotional preparedness, cultural preparedness, and economical preparedness on the veterans, using the following three study research questions.

i. What is the influence of emotional preparedness upon exit from KDF active military service to civilian life on the veteran’s psychological well-being?

ii. How does cultural preparedness upon exit from KDF active military service to civilian life influence veterans’ psychological well-being?
iii. What is the influence of economic preparedness upon exit from KDF active service to civilian life on the veteran’s psychological well-being?

The participants involved in the study were 25 males and 5 females and the majority had joined the KDF out of innate patriotism at the age of young adults between 18 and 19 years old. All had joined the active service without a nuclear family and at the exit to veteran life, they all had a nuclear family. The majority of the participants joined the KDF with an “O” level academic certificate, with no post-military career but all had a career at the exit to civilian life. They had either retired from service, exited on services no longer required, or resigned after a period above five years.

The emotional preparedness and psychological well-being summary outlined the participant’s voiced experiences that emotionally influenced the preparedness from KDF active service to civilian life on the veteran’s psychological well-being. The participants experienced changes in behavior, physical experiences, and feelings. They were stressed by their seniors, but the majority missed the military society and friends except those who had resigned. The majority of the participants experienced a physical or mental injury while in the military and some experienced the act of war while a few did not but were in support departments. Yet, they all experienced regrettable events at one time or another.

The cultural preparedness and psychological well-being summary outlined the participant’s voiced experiences that culturally influenced the preparedness upon exit from KDF active service personnel to civilian life on the veteran’s psychological well-being. The results of the cultural preparedness experiences were expressed by the respondents in face-to-face verbal interviews and the individual responses were analyzed.
The majority of the participants had experienced social-cultural change on joining the military. Yet, few who were born and brought up in the military culture in the barracks did not experience any social-cultural change. As recruits and cadets, the participants experienced a change from individual cultures to a new military social culture as trainees and progressively to career soldiers. In the active service, the majority of the respondents experienced social-cultural change as veterans, and also felt as belonging in the military than in civilian life.

KDF has no veteran’s elaborate preparedness exit program for active military service personnel to civilian life. The respondents recommend to KDF, MoD, and DEFOCA on veterans’ physiological well-being to engage psychologists for physiological care to soldiers. Prepare prompt emoluments for the exiting personnel, and have an elaborate exit program for retirees.

The results of the economic experiences expressed by the respondents in face-to-face oral interviews investigated the influence of economic preparedness upon exit from KDF active military service to civilian life on the veteran’s psychological well-being. KDF veterans experienced economic constraints after exiting from active service for individuals with nuclear families. No regular salaries, pension is a third of the previous salary and earned earliest on 15th of the subsequent month. A sizeable number of the veterans could not meet their economic obligations nor were they empowered on economic management. The majority of the participants were self-employed. KDF and DEFOCA had not prepared the veterans for economic management. Yet, a few were
taken through tailor-made short seminars arranged by their Base or Battalion commanders

5.3 Discussion of the Results

5.3.1 Influence of Emotional Preparedness on Psychological Well-being

The findings showed a distinct tendency by 30 participants to use closely similar words and phrases in their responses to face-to-face oral interviews. Yet, some words and phrases were used exclusively by individual participants. Question 1, investigated the influence of emotional preparedness using ten probing sub-questions structured to examine the in-depth participant’s experiences and the findings were as follows:

KDF veteran’s emotions identified from the respondents similarly mirror Ray & Heaslip, (2010), observations that, “life experiences are complex in a way that they disorient a recruit or cadet from an individual’s civilian culture in a significant way”. The respondents experienced a change in feelings and behavior as trainees and this is reflected in the phrase, ‘experienced change’.

*I experienced change, obedience, discipline, taking orders, and command. I felt proud and patriotic to serve in the military, a change from my past.*

Castro & Dursun (2019), indicated that the transition process from military back to civilian culture is difficult and sometimes insuperable. It requires relearning a new way of life outside the highly prescribed demanding and organizational command
structures of the military. The study concurs with a previous study concerning the feelings of the active military service when separating from military culture. The respondents’ spoken words suggested objectively the concurrence with the majority voice of, ‘missing’. *I miss the military comrades.* Militaries and veterans have many struggles with life demands (Astariko, 2019). Similarly, respondents pronounced experience of feelings when separating from the military.

*It was emotional. I felt confused to leave the friends I was used to when I joined the military. I felt the need to be free from orders and commands.* Few of the respondents felt normal. *I felt normal because I had decided to resign.*

The military personnel goes through depressed emotions in their career. The commands and orders cause stress experiences at one time or another. Seniority in ranking, commands, and orders issued trickle downwards causing stressful pressure to recipients. Washington Post Website Article, https://www.Wshingtononpost.com, “In Kenya, soldiers traumatized by U.S. - backed war in Somalia often face discipline instead of treatment”, retrieved on September 8, 2020, indicated that the Ex-KDF Spte Christopher Katitu, deployed twice in Somali war zone with terrorists developed a traumatic depression before he was released as a veteran. This objectively reflects the respondent’s stress feelings and pressure of work. The respondents stated that:

*I felt stressed many times. When one showed a sign of stress, he or she is branded a coward, abused, and said to behave like a civilian. Orders and commands by seniors stress one from time to time.*
The military recruits young adults who acquire a military culture, in service. Bowes et al., (2018), indicated that in many ways, transitioning personnel feel uneasy being somewhere between military personnel and civilian. Jones (2013), suggested that veterans often go through the process of creating and recreating their identities with distress given that those leaving the military are not only leaving a job but also a way of life and culture. This echoes the respondents’ voices:

*I miss the service and friends after 35 years of service. I missed the comrades and way of life in the naval base and warships. The military is unique, and it builds a special bonding and teamwork for work and life issues. When I exited, I felt almost unable to cope in the new civilian world, leaving my friends behind in the military. Few stated that they did not miss the military social culture. I do not miss the military, I had decided to exit and resign. I had decided to retire after 33 years of service.*

The KDF veterans like any other military veterans in the world take time to adapt after exiting the military to civilian society. Blackburn (2016), phenomenological study data analyses indicated that to some veterans, the transition is difficult while to others it was smooth besides the fact that the experiences are individualistic. The study agrees with the findings that there were feelings of not being comfortable with civilian society. This can also be perceived from the responses like:

*Yes, it was difficult but I adapted with time and now I am comfortable with civilian life, but with time I had to forget that I was a military person, then I liberated myself*
from the military and I fitted comfortably in the civilian society. I was comfortable on exit as I resigned to venture into the civilian world of business.

According to Blackburn (2016), serving military personnel are eventually released from the forces for the reason of physical or mental health that causes failure to meet the military universality of fitness for duties. Similarly, Spte Christopher Katitu of KDF quoted in the Washington Post Website https://www.Wshingtonpost.com. The narrative was that he was deployed in Somalia war zone with terrorists twice, developed a traumatic depression, and was released as a veteran. Likewise, the respondents expressed their experiences with physical and mental injuries as voiced here.

I experienced mental injuries many times due to work stress. I had a physical injury when my left leg was blown by a landmine on the Wajir border with Somalia. I experienced mental war when President Museveni claimed that up to lifting a portion of Kenya is a portion of Uganda and regimentally he would invade Kenya to reclaim it. We prepared on standby to advance, but after a month, a stand-down order came. During the standby, I was mentally at war with Uganda Army. Yet, some cited that they were not directly involved in a war. I have never been involved in the war directly. As an Aircraft technician, I used to repair Aircraft for mission operations.

Elbogen et al., (2012), indicated that Iraq and Afghanistan war veterans who reported to have had economic constraints to cover their basic needs significantly had adjustment
difficulties. KDF veterans go through regrettable experiences caused by their seniors’ commands and orders structurally. This is notable from the respondent’s responses:

*I was denied pass-leave to attend to my sick mother by my Company Commander.*

*Regrettably, my mother died in hospital while I was deployed at work in Somalia. I regret having been involved in suppressing the coup insurgent, an event that led to some of my cohorts succumbing to firing projectiles in the orders of suppressing the coup.*

Yamashita et al. (2005), alluded that in the UK, veterans are taken care of at the Veterans Affairs Organization. Through the process of creating and recreating their identities with distress, they do not feel discriminated against. On the contrary, for KDF, a veteran is left on his or her own when one exits the active military service eliciting a feeling of discrimination though a few did not feel so.

*Discriminatively, those who retired some years ago earn very little pension compared to those who retire nowadays. I did not feel discriminated against as I got a civilian job immediately after I retired and was comfortable.*

Boros et al. (2017), specified that the veteran’s internal state of being and the involuntary physical, logical response in an individual’s sensory dynamism related to military experiences, affected the emotional well-being of the veteran’s emotional good dependent on personal resilience. Soldiers are trained and indoctrinated to be obedient, engage in social teamwork, or be resilient (Ray & Heaslip, 2010). The study revealed that the KDF, MoD, or DEFOCA did not have an exit preparedness policy for veterans. It is widely held by the respondents that:
There were two weeks of seminars on business that one could start as a veteran, and tours to KRA, BOC, and Coca-Cola bottlers Company. I was not prepared by the system at all for exit to civilian life. The seminars started in 2012.

5.3.2 Influence of Cultural Preparedness on Psychological Well-being

Research Question 2 investigated the influence of cultural preparedness using fifteen probing questions. The analysis of the responses led to the following findings: the study exposed that KDF recruits and cadets experienced social-cultural change on joining the military. Ray & Heaslip (2010), refer to acculturation experiences as complex in a way that disorient the individual’s civilian culture in a significant way. The social-cultural changes significantly affect militaries the world over.

There was a change from civilian culture to military culture. Once one is enlisted in the military training, he or she gets transformed from civilian to a soldier socially, a new societal culture until one reaches the run-out date (ROD). Having been born and brought up in a military barrack culture, I did not experience any immense change.

Recruits and cadets experience a social change as they embark on military training. The Respondents acknowledged change from civilian social culture to military social culture. The study agrees with Meyer (2015), findings that when an individual joins the military as a recruit or cadet, the individual goes through a cultural indoctrination to become a soldier in the service, as an individual becomes one in a military community.
I felt strong and more confident in life physically and mentally. The way I socialized as a civilian changed with military training; the way of doing things together as comrades became a norm. Every recruit and cadet came from different social culture but the military made us jell together and adapt to military social culture. After the military training, I felt to belong to a new social culture — the Military. I experienced a sense of being glued together with other comrades socially and culturally as we worked together as a team.

Mittelstadt (2020), alluded that a soldier is taken care of by the State and uniquely looked after but this upkeep stops when the soldier transitions to civilian life. In the aspect of upkeep and friends made in the military social culture, a veteran tends to miss the military social culture.

I missed the military social culture when I left but not anymore. I missed the colleagues’ carefree jokes, sharing drinks in the mess, parades, and many other things we did together in confidence. Divergent response; Not at all, I resigned when I realized that it was not a patriotic social culture but a job opportunity.

Developed State militaries have elaborate programs for the active military service personnel exit to civilian life. Ray & Heaslip (2010), attested that Canada has a military, “OneSource” program that helps to exit military navigate the resources, benefits, and available help for a successful transition, unlike KDF where there was none.

No, when I exited the military, there was no exit program at all. Only a two weeks tailor-made advisory talk and tours seminar.
5.3.3 Influence of Economic Preparedness on Psychological Well-being

Research Question 3 addressed the influence of economic experiences. The question had six probing sub-questions to examine thoroughly the participant’s experiences on economics. Most of the respondents experienced economic constraints when they exited from the military. They were unable to meet their economic obligations such as effectively taking care of their families as they were not empowered with economical management skills. The website, https://www.Washingtonpost.com (Washington Post Website Article), cited a case of KDF veteran, Spte Christopher Katitu, who was unable to take care of his family economically and with economical trauma. Likewise, the study by Elbogen et al. (2012), research data results, confirms that economic difficulties influence major depressive disorders like PTSD and TBI. Inquiries face-to-face interview on economics influence, the participant’s reactions were as follows:

*I experienced economic constraints when I left the military. I had children in school and no regular salary, where the KDF salary used to be paid between the 25th and 30th of every month ceased. The pension fund is submitted to the bank earliest on the 15th of the following month, constraining me economically but I adjusted later and now I am managing somehow.*

5.4 Conclusions

The influence of emotional preparedness, cultural preparedness, and economical preparedness on KDF active service personnel transition to civilian life on veteran’s psychological well-being, were challenges experienced by veterans as primary
phenomenon examined in this research. Military transitioning is a process that all veterans face in their lives. The qualitative phenomenological inquiry was aimed at getting a better understanding of the lived experiences with a focus on emotional preparedness, cultural preparedness, and the economical preparedness associated with psychological well-being. The study findings indicated several challenges associated with the influence of preparedness on the active service transition to civilian life related to preparedness on emotional, cultural, and economical preparations that hinder a successful active service personnel transition to civilian life. Challenges such as emotional preparedness, cultural preparedness, and economical preparedness influenced the psychological well-being of the veteran’s life.

5.4.1 Conclusion on Influence of Emotional Preparedness

The findings revealed that the respondents experienced a change of behavior, discipline, royalty, and obedience. There were emotional feelings when separating from the military to civilian life, as they acknowledged stress by the military culture. The majority missed the military social culture but later adapted comfortably to civilian social culture. They experienced physical and mental injuries as soldiers. Some experienced an act of physical war and others mental conflict. There was an acknowledgment of regrettable episodes in the military, and the KDF and DEFOCA did not offer any preparations for the respondents’ exit to veteran’s life. The study conclusively revealed that the absence of emotional preparedness from the active military service to civilian life influenced the veteran’s psychological well-being.

5.4.2 Conclusion on Influence of Cultural Preparedness
The results on the participant’s face-to-face oral responses revealed that the respondents experienced social-cultural change on joining the military. A change from civilian carefree social culture to military social culture, and doing things in teamwork became a norm. The KDF does not have an elaborate veteran’s preparedness program after the military indoctrination. The study revealed that the majority of the respondents had difficulties integrating into civilian society as veterans while a few were comfortable after resigning of their own accord. It was also discovered that commonly, many had hardships in adjusting to civilian cultural life. In conclusion, the military’s social culture influences the veteran’s psychological well-being.

5.4.3 Conclusion on Influence of Economic Preparedness

The study demonstrates that the respondents experienced economic constraints as a result of the inability to meet economical obligations after the cessation of the monthly salary and were not empowered on economic management. The responses to the question on the influence of economic preparedness upon exit from the active military service to civilian life on the veteran’s well-being showed influence on the veteran’s psychological well-being.

5.5 Recommendations

5.5.1 Emotional Preparedness

On the influence of emotions, this study suggested that:
i. The KDF and MoD should enact ways of carrying out psychotherapy to the soldiers to reduce stress imposed through the ranks and other military combat operations.

ii. The KDF should have a sensitization program on the emotional issues that come with transitioning out of the military and influence psychological well-being.

iii. The KDF and MoD should establish steadypsychological services for thesoldier’s and veterans’ welfare.

5.5.2 Cultural Preparedness

On the influence of culture, the study suggested that:

   i. The exiting KDF personnel be sensitized or made aware of the civilian culture they were likely to encounter once they exit the service.

   ii. A KDF steady, elaborate exiting program should be initiated that prepares the exiting personnel on their exit a year before their actual date of release.

   iii. Follow-up programs by MoD should be developed to help the veterans adjust to civilian life.

5.5.3 Economic Preparedness

On the economical aspect, the study gave encouragementsthat:

   i. The KDF and MoD should expedite the disbursement of the veteran’s final dues immediately as one clears for terminal leave.
ii. The pensions for the KDF veterans should be reviewed regularly by the MoD to conform to the corresponding current status of retirees to promote their veteran's economic stability and welfare following changing inflation indexes.

iii. MoD should develop a policy to transfer all the veterans to the reserve pool and DEFOCA for veteran support schemes.

5.5.4 Suggestion for Improvements

A suggestion is usually an expression of an idea for someone else to do something. It means to present a proposal that introduces or offers an idea or a plan for consideration. Based on the findings of the study, it was considered that a future study may employ different research designs in data collection. The study used an in-depth interview in data collection but future studies may try the use of quantitative data analyses. Additionally, this study used a smaller sample size but was believed to be enough as per the scientific standards. Yet, the study encountered difficulties in locating the military veterans to participate in the research due to their spread out in Nairobi County. Therefore future studies may consider using a larger sample size to establish a comparative study to establish similarities or differences.

5.5.5 Suggestion for Further Study

The study presents a proposal to introduce or offer an idea or a plan for consideration. Based on the findings of the study, the following proposals were suggested:

i. This study was qualitative and it is suggested that future studies employ different research designs in data collection such as quantitative data analyses.
ii. This study used a smaller sample size but was believed to be enough as per the scientific standards and it is suggested that the future study may consider using a larger sample size to establish comparative data to establish similarities or differences.

iii. The study may involve the serving military service personnel to capture the views of the veterans and that of active service who are about to retire about their wish as a veteran and what needs to be improved for their psychological well-being.
REFERENCE


Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine, 10*(14), 1-16.


APPENDIX 1

PERMIT LETTER

Daniel Muthuri
United States International University-Africa.
School of Humanities, social sciences
NAIROBI
24th November 2020

The Nairobi Manager,
Defence Forces Old Comrades Association,
Nyayo House,
NAIROBI.

Dear Sir,

RE: PERMIT TO DO SOCIAL STUDY ON THE IMPACT OF PREPAREDNESS ON THE VETERAN’S PSYCHOLOGICAL WELL-BEING

Reference is made to the above matter.

The undersigned is a graduate student at United States International University-Africa doing a master’s degree in Clinical psychology. I seek your authority to carry out a project proposal on the impact of preparedness on active military service transition to civilian life, on veteran’s psychological well-being.

The study shall be done with the full observation of security protocol and according to the authorities laid down procedures of exceptions without preconception. The research administrator will be responsible for conducting the research, in line with the stated exempt application reviewed by the DEFOCA leadership. The undersigned wish to assure that confidentiality shall be fully observed during the study. For the veteran’s participants who may be affected by any inquiry by a way of causing a trigger to past experiences memories, the researcher shall organize for free immediate professional psychological therapy and give a list of where individuals can get further help. The participants are expected to take not more than twenty-five minutes to complete the response to the question. The proposal may be shared with policymakers for potential implementation where necessary.

Thank you in advance

Yours faithfully

Daniel Muthuri (Mobile: 0722819713 and email: danmuthuri@yahoo.com)
APPENDIX II

FACE-TO-FACE ORAL PROBING QUESTIONNAIRE

SECTION A: Biodata Questions. (Brief explanation).

1. What your gender? [Male] [Female]

2. Which year did you join the [ ] Military?

3. What influenced you to join the military?

<table>
<thead>
<tr>
<th>Military uniform</th>
<th>Money</th>
<th>Patriotism</th>
<th>Peer</th>
</tr>
</thead>
</table>

4. Which service did you join? [Army] [Air Force] [Navy]

5. What was your age at joining the military? [ ] Years.

6. When did you exit the military? [ ] Year

7. What was your rank at the Military exit? C/O represent Commission Officer Rank and N/C represent Non-commission Officer/Other ranks [C/O] [N/C]

8. What influenced you to exit the Military?

<table>
<thead>
<tr>
<th>Retirement</th>
<th>Medical</th>
<th>Services no-longer required</th>
<th>Resignation</th>
<th>Dismissal</th>
</tr>
</thead>
</table>

9. What was your academic qualification at the recruitment date?

<table>
<thead>
<tr>
<th>“O” Level</th>
<th>“A” Level</th>
<th>BA</th>
<th>MA</th>
<th>PhD</th>
<th>Professional</th>
</tr>
</thead>
</table>

10. Did you have any post-recruit/cadet professional career before joining the military?

11. What was your professional career applicable to civil society at the exit?

12. Did you have family dependents during and at the military exit?
SECTION B: Emotional Experiences Questions

1. Did you experience any change of feeling and behavior when you joined the military as a recruit or as a cadet? Describe the experience in short sentences.

2. What were your feelings when separating from military culture? Describe the experience in a short sentence.

3. Did you feel stressed at any one time while in the military? If yes, please shortly explain

4. Do you have any feelings or miss military society and friends?

5. Do you feel comfortable in civilian society as a veteran?

6. Did you experience any physical or mental injury while in the military?

7. Did you experience any act of war in the military? (Physical/mental)?

8. Did you go through any experience in the military that you regret?

9. Did you feel marginalized on exit into civilian life?

10. Did the Military/DEFOCA offer you an arrangement to prepare you for an exit?

SECTION C: Cultural transitional Questions

1. Did you experience a societal culture change on joining the Military?

2. Did you experience any social-cultural change as a recruit?

3. Did you experience any social-cultural belonging to the military?

4. Did you experience any social-cultural change as a veteran?

5. Did you miss the military social culture as a veteran?

6. Do you miss the military social culture as a veteran today?
7. Does KDF have a veteran’s elaborate exit program for active Military service to Civilian life?

8. Do exiting military personnel receive any veteran’s life preparation before exit?

9. Did you go through any sort of preparation program to exit the military?

10. Does there exist a difference between the military and civilian socio-cultures?

11. Did you get any kind of assistance after KDF exit from any quarter?

12. Are you a member of DEFOCA and if not, why?

13. What would you recommend to KDF/MoD/DEFOCA on the veteran's psychological well-being?

14. Did you have any difficulties integrating into civilian society as a veteran?

15. How was your adjustment to civilian life?

SECTION D: Economical and Preparedness Experiences Questions.

1. Did you experience any economic constraints on the exit of the military?

2. Are you able to meet your economical obligations as a veteran?

3. Were you empowered at any one time on economic management?

4. Are you in any civilian employment as a veteran?

5. What are your life plans after leaving the military?

6. Did the KDF or DEFOCA prepare you in any way for economic management?
APPENDIX III

RECRUITMENT LETTER

Self-Managed Survey

Dear Participant,

My name is Daniel MuthuriMbwiria, a graduate student at United States International University-Africa. This structured questionnaire is for collecting data on factors that influence the preparedness from active military service to civilian life on KDF veteran’s psychological well-being. Kindly, you are requested to provide the required data by explaining your military to veteran’s experiences to our research person, and the information that you provide will be stored in a locked cabinet. The privileged information shall be sought entirely for the completion of a Masters of Art in Clinical psychology.

Your contribution shall go a long way in enhancing understanding the factors that influence the preparedness on the KDF veteran’s psychological well-being as they transition from active military service to civilian life. This count on the effect of emotions, culture, and economic impact on veterans. If you would like to receive a copy of this report, please indicate so by writing your email address on the back of the questionnaire.

Kindly note you are free to withdraw or not answer any question you feel uncomfortable answering. Thank you in advance for your time and consideration to be a part of this study.

Regards

Daniel Muthuri

Participant consent:

As a KDF veteran, I wish to confirm my willingness towards participating in this study freely out of my own will have understood that the content is to be used for this specific study only and I hereby endorse my consent by appending signature

Sign ........................................ Date ..................................................
APPENDIX IV

DEBRIEFING FORM

Thank you for participating in this research study. The purpose of this study is to examine the impact of preparedness on the veteran’s psychological well-being in Kenya Defense Forces on the veteran’s transition to civilian life. Your participation will help the researchers gain more insight into the effect of KDF veterans’ preparedness in the aspect of emotions, culture, and economics. If you experience any emotional distress due to the questions presented to you in this study, do not hesitate to let us know for immediate psychological help. In the assessment and if may want to seek further support in the future, a list of referrals is here below for your information.

Thank you once again for your part in this study by participation.

Sincerely,

Daniel Muthuri Mbwiria
Cell: 0722 819713 (Email: danmuthuri@yahoo.com)

Referral Contacts:

Oasis Africa Counselling Center and Training Institute
Regent Court, Suite B7
Argwings Kodhek Rd,
Opp. Nairobi Women's Hospital
Hurlingham, Nairobi, Kenya
Phone: 254-725 366614/254-733 366614
Website: www.oasisafrica.co.ke
Email: info@amanicentre.org

2. Amani Counselling Centre
Head Office
Magahi Way, Off Langata Road
P.O. Box 41738 - 00100, Nairobi, Kenya
Cell Phone: 0722 626 590;
0733 263 870
Website: www.amanicentre.org

3. Town Office
Nairobi CBD Office, KCS House 7th Floor
Mama Ngina Street
Cell Phone: 0718 225 627; 0733 388 200
SMS Line: 0722 797 068
APPENDIX V (A)

KENYA TERRITORIAL BOUNDARIES MAP

(The KDF jurisdiction)
APPENDIX V (B)

NAIROBI ADMINISTRATION MAP

(Data collection demographic)
APPENDIX VI

THE RESEARCH BUDGET

<table>
<thead>
<tr>
<th>No.</th>
<th>ITEM</th>
<th>UNIT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Transport Cost</td>
<td>Ksh</td>
<td>2,000</td>
</tr>
<tr>
<td>2</td>
<td>Mobile Credit</td>
<td>Ksh</td>
<td>3,000.00</td>
</tr>
<tr>
<td>3.</td>
<td>Data collection &amp; Data Analysis</td>
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<td>4.</td>
<td>Flash Disk</td>
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<tr>
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<td><strong>Total</strong></td>
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<td><strong>37,000.00</strong></td>
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### APPENDIX VII

**THE RESEARCH TIME-FRAME**

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<tr>
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<th>Action</th>
<th>Estimated Duration</th>
<th>Starting Date</th>
<th>Ending Date</th>
<th>Deliverable</th>
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<tbody>
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<td>Develop the research questions</td>
<td>1 week</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; Sept</td>
<td>27&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>Research questions identified</td>
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<tr>
<td>Development of the Research project</td>
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<td>28&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Oct</td>
<td>A draft of the research project completed</td>
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<tr>
<td>Preparation of the research proposal</td>
<td></td>
<td>1 Weeks</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Oct</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Oct</td>
<td>Drafting of the first chapter</td>
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<tr>
<td>Literature Review</td>
<td>Draft development</td>
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<td>12&lt;sup&gt;th&lt;/sup&gt; Oct</td>
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<td>Drafting of chapter 2</td>
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<tr>
<td>Methodology</td>
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<td>16&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>22&lt;sup&gt;nd&lt;/sup&gt; Nov</td>
<td>Drafting of Chapter 3</td>
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<tr>
<td>Final Proposal</td>
<td>Final Draft including chapters 1-3</td>
<td>2 Weeks</td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; Nov</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>Final Proposal Draft submitted</td>
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<tr>
<td>Data Collection</td>
<td>Instruments used to collect data from the research participants</td>
<td>3 weeks</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; Feb</td>
<td>Collection of primary data</td>
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<td>---------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td>Data analysis</td>
<td>2 weeks</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Feb</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; Feb</td>
<td>Analyzed Data</td>
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<tr>
<td>Final Submission</td>
<td>Proofreading final report</td>
<td>3 weeks</td>
<td>22&lt;sup&gt;nd&lt;/sup&gt; Feb</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; Mar</td>
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<td>Review of Draft by Supervisor</td>
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<td>21&lt;sup&gt;st&lt;/sup&gt; Mar</td>
<td></td>
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<td>22&lt;sup&gt;nd&lt;/sup&gt; Mar</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Apr</td>
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<tr>
<td></td>
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<td>12&lt;sup&gt;th&lt;/sup&gt; Apr</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; Apr</td>
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