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# AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS OF MILITARY CULTURE IMPACT ON THE PSYCHOLOGICAL WELLBEING OF ARMY CADETS AND THEIR LIVED EXPERIENCES OF HOMESICKNESS



By

Rabbia Khalid

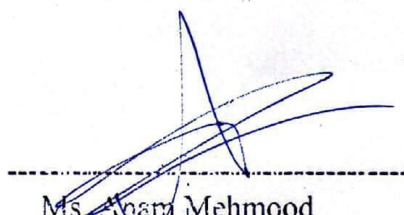
Bsp201007

DEPARTMENT OF PSYCHOLOGY  
Faculty of Management and Social  
Sciences Capital University of  
Science & Technology, Islamabad  
<February, 2024>

## CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled –An Interpretative Phenomenological Analysis of Military Culture Impact on the Psychological Wellbeing of Army Cadets and Their Lived Experiences of Homesicknessl carried out by Rabbia Khalid, Reg. No. BSP201007, under the supervision of Ms. Anam Mehmood, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

Supervisor:



Ms. Anam Mehmood

Lecturer

Department of Psychology

Faculty of Management and Social Sciences

Capital University of Science & Technology, Islamabad

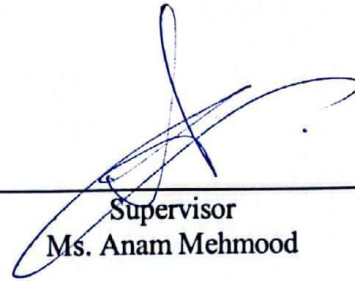
An Interpretative Phenomenological Analysis of Military Culture Impact on the Psychological Wellbeing of Army Cadets and Their Lived Experiences of Homesickness

By

Rabbia Khalid


Registration # BSP201007

Approved By



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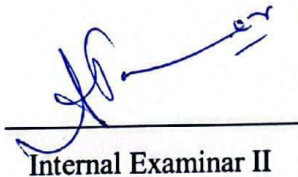
Supervisor  
Ms. Anam Mehmood



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Internal Examiner I

Dr. Uzma Rani



---

Internal Examiner II

Ms. Annum Tanveer



---

Thesis Coordinator

Ms. Irum Noureen



---

Head of Department

Dr. Sabahat Haqqani

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## **DECLARATION**

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

**<Rabbia Khalid>**

**<Reg. No. Bsp201007>**

**Month Year (February 2024)**

## **ACKNOWLEDGMENT**

I would like to thank all of those who have supported me throughout this research process.

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The most heartfelt thank you goes to my family, my parents for their love, support, patience and belief in me. Finally, I will forever be indebted to the people who donated their valuable time, be participants of my research and generously shared their experiences - thank you.

I would like to dedicate this thesis to all the army cadets who were getting education from cadet colleges. In future you will be the part of defense system of country as we learn everyday how to provide better environment that support your wellbeing although we may not be at that point yet but we are closer than we were yesterday.

## ABSTRACT

The present study aimed to develop a deeper understanding of lived experiences of army cadets. A sample of 5 (2 male and 3 female) participants was taken from different cadet colleges of Rawalpindi and Islamabad. Homogenous purposive sampling was used. A semi-structured interview guide was developed to take interviews from participants. IPA (Interpretative phenomenological analysis) was carried out to explore the lived experiences of army cadets. Three themes were emerged from the data Military Culture, Homesickness and Psychological wellbeing. The current research findings indicates that sense of uniqueness, specific terminologies used in cadet colleges, harsh physical trainings, collective identity hierarchy, tough military routine, obedience to your superiors, challenges they faced as a new comer, role of military institutes in shaping them and their feeling of honor being as a cadet along with separation from home and their changed sleep routine is impacting their psychological wellbeing. Insight gathered by this study is thought to help understand army cadet's unique experiences and specific needs so that better tailored forms of psychological support can be provided.

**Keywords:** IPA, Army cadets, Military culture, Homesickness and Psychological wellbeing.

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## **Chapter 01**

### **Introduction**

On the world globe the land on earth is divided into several territories called states or countries. Each state and country has its boundaries. The boundaries of these countries and their sovereignty are protected by a special department called Military and their institutes named Military organizations. The basic characteristics of Military organizations are specific rules, rigid structure, predictability, rationality, stability and distribution of responsibility, along with sphere of authority (Alvinus, 2019)

Military organizations have a specific and unique culture that is highly isolated from the social world of mankind. Military culture is defined as a specific form of institutional culture that represents the value structure that guides conduct in the military and promotes expressions of collective identity (Brim, 2013).

The basic elements of military culture are discipline, professional ethics, ceremonies, and etiquette. Military training puts its members through severe mental and physical hardships, in order to exhibit proper response such as aggressiveness, courage, and resilience (Barrett, 2002).

The first step on the ladder of becoming military personnel is being a cadet. Cadets along with their education get their training in specific schools and academies where a sense of uniqueness is present (Joseph L. Soeters, 2007).

Throughout the tenure of a cadet in a military organization, a cadet is always preoccupied with duties so that there are few moments he/she may take for himself/herself and these duties should be performed without any flaws. Cadets encounter various challenges such as in academic work, strict military training, physical fitness, character building and adjustment to military life (Kelly, 2017).

Cadets have to live far away from their homes, families, and their area. Although army cadets strive to get a supportive home atmosphere away from home this major environmental change produces an interesting state of mind –Homesickness. Homesickness is defined as –the distress or impairment caused by an actual or anticipated separation from home (Thurber & Walton, 2012).

Among cadets, homesickness is related to a mental preoccupation with the previous environment (Home) and also involves the emotional component like the feeling of grief and unhappiness that drastically impact their psychological well-being. Prevalence of homesickness ranged from nineteen to 70% of students has been found to experience homesickness (English T, 2018).

Extensive amount of research indicated that homesick individuals experienced extreme distress and are at high risk for a number of health problems, in terms of physical and psychological functioning and well-being (Thurber & Walton, 2007).

Homesickness has negative influence on students' living quality and on psychological functioning and well-being. WHO has defined psychological well-being as –a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (Silvana, 2015).

Homesickness is a ubiquitous phenomenon. The earliest hint about homesickness came from the Bible that described homesickness as weeping prompted by thoughts of home. (Thurber & Walton, 2007) The ancient Greek physician Hippocrates described homesickness as excessive black bile in the blood (Thurber & Walton, 2007). In the 11th century Swiss scholar Johannes Hofer introduced the term nostalgia a Greek word for pain and "return home". In short homesickness is a condition that is described as a painful longing for home (Matt, 2007).

Homesickness emerged as a prevalent reason for leaving cadets. The most commonly used reasons were: military life did not suit me (46%), homesickness (32%), did not get the desired routine (18%), difficult training, and (32%) dissatisfaction with specific features of the training (Banning, 2010).

## **Literature Review**

A cadet is a trainee enrolled in a military organization. Army cadets are those trainees who are enrolled in cadet colleges where they get training along with traditional education. Cadets received world-class leadership development and education from the first day they arrive in military institutions until the day they graduate from there. They were train to become an effective leader in military and nonmilitary or the governmental institutions (Mike, 2023).

### ***Military Culture***

Military organizations have their own distinct culture. There are -cultural, religious and ethnic diversity within the military, the military is a culture in its own right (Fenell, 2008).

A study was conducted to assess does military culture matter? Literature review was done. The outcomes of the study indicated that there are certain weaknesses in military cultures. Major efforts that were done to explore possible solutions for military reform were only done and are beneficial until and unless they also addressed the fundamental problems of military culture. One of the most important problems among all was that military institutions were highly relied on weapons and latest technology while compromising the skills, character building and a lot of other things in shorter they were compromising on quality of masses. Moreover if any serious reforms were developed so they must be long lasting at least for a decade (Murray, 1999).

Furthermore a study was conducted to assess the importance of understanding military culture by using quantitative design. Participants were screened by using the Military Screening Questionnaire. The findings of the study indicated that veterans often misunderstood by civilians even in medical field. Military medical settings although provide medical facilities but to whom? The often belief was that these institutes only work to provide medical facilities to veterans but In real these institutes were also handling civilian patients and only one third veteran patients were provided with health facilities. Military culture and veterans were often understood wrongly as if officers were went on a war and lose they were blamed and often anxiety and depression were often associated with them. We owe a lot to the one whom have done so much for us. In order to provide care to them provide them services and became familiar with military culture (Meyer, 2015).

Furthermore a study was conducted to assess the importance of us military cultural competence by using qualitative design. Interviews were taken from the participants and interview guideline was developed on the basis of DSM5 criteria. The findings of the study indicated that as military have its own unique culture so illness and treatment were influenced by factors those were specific to military culture. Military culture is a hub of small cultures that each military personal bring with them such as they belong to different area having different languages and so on. The use of questions in interview as developed on the basis of DSM-5 to formulate an interview that is valid to all cultures so that an entire group can associate with a generic cultural identity rather than of different ranks, services, and occupations. Military families are also influenced by military culture and should be asked about influences of military culture on their life (Meyer, 2018).

### ***The Impact of Military Culture on Mental Health***

A study was conducted to assess military culture and mental health stigma: pathways to care and outcomes. Literature review was done. The outcomes of the study indicated that

Military culture can significantly influence the mental health and well-being of service members. Studies have shown that certain aspects of military culture, such as stigma surrounding mental health issues and a "tough it out" mentality, can impede help-seeking behaviors and increase the risk of psychological distress. This study examined the cultural factors impacting mental health within the military and emphasized the importance of addressing cultural barriers to improve access to mental health support (Castro, 2014).

Furthermore a study was conducted to assess trauma, change in strength of religious faith, and mental health service use among veterans treated for PTSD. Quantitative research design was used with 270 participants. The outcomes of the study indicated that the impact of military culture specifically the role of religious faith, on mental health outcomes among veterans with post-traumatic stress disorder (PTSD). Study explores how changes in the strength of religious faith following trauma exposure can affect mental health service utilization and overall well-being among veterans. The study provides insights into the influence of military culture, including its emphasis on religious beliefs, on coping mechanisms and mental health outcomes (Fontana, 2008).

### ***The Influence of Military Culture on Decision-Making***

A study was conducted to assess the Professional Soldier: A Social and Political Portrait. Literature review was done. The outcomes of the study indicated that Military culture has a profound influence on decision-making processes within armed forces. Study explored the impact of military culture on strategic decision-making during the Vietnam War, highlighting the role of groupthink, adherence to hierarchy, and risk aversion. Understanding these cultural dynamics is crucial for promotion (B Janowitz, 1999).

Furthermore a study was conducted to assess the military culture influences alcohol use and perceived stigma for receiving treatment. Qualitative research design (narrative) was used. The outcomes of the study indicated that the influence of military culture on decision



-making regarding alcohol use and treatment-seeking behavior. It explores how military culture, including norms, values, and perceptions of stigma can shape service members' attitudes and decisions related to alcohol consumption and seeking help for alcohol-related problems. The study provides insights into the specific ways in which military culture impacts decision-making in the context of alcohol use and treatment (Denning, 2012).

Furthermore another study was conducted to assess the organizational culture, communication, and ethical decision-making: an exploration of the United States military. Literature Review was done. Findings of the study indicated that the study focuses on the influence of military culture on ethical decision-making within the United States military. It examines how organizational culture, including values, norms, and communication patterns, can shape the ethical decision-making processes of military personnel. The study explores the interplay between military culture and ethical decision-making, shedding light on the factors that influence ethical judgments and behaviors within military contexts (Fraccastoro, 2019).

### ***Military Training***

Military training is the most vital part of an army cadet's life while indulging in training army cadets have to face different challenges such as meeting the standards of being fit, tough schedules, and severe punishments, illness/ injury, trauma, family separation, and hostile environment. Recruit cadets were often under severe physical and psychological pressure due to military trainings. Recruit Cadets often fail to complete training and there are certain reasons for that including poor physical fitness due to injury or illness, self-requested discharge, and poor psychological suitability (Pope, 1999).

Individual skills training forms the foundation of military training. It focuses on developing core competencies, such as marksmanship, physical fitness, tactical awareness, and communication skills. Research demonstrated that a well-designed individual skills training program positively impacts soldier performance and resilience in high-stress

environment (Jensen, 2018).

A study was conducted to assess effect of 6 months of physical training on the physical fitness of young Brazilian army cadets by using a randomized, uncontrolled, longitudinal and comparative clinical trial and selected 68 participants in total. Participants were screened by using t test, percentage evolution equation, and Levene test. The findings of the study indicated that among army cadets physical training was able to cause beneficial changes such as reduction of body fat among both male and female cadets. In case of bone mass and bone mineral density beneficial changes were occur. This study promoted positive improvement in bone health, enhance cardio-respiratory capacity especially among women (Oliveira, 2021).

Another study was conducted to assess the effects of Ramadan fasting on physical field expedient measures in army cadets by using within subject research design and selected 20 participants in total. Repeated measure ANOVA test was used. The findings of the study indicated that Ramadan fasting along with cadets daily schedule of training doesn't affect overall military fitness their health and performance however it was clearly indicated that fasting cadets were unable to handle repeated fasting and maximal exercises or daily scheduled military trainings and routine possibly due to inadequate amount of rest between tests or amount of recovery they need to go through next day schedule (Havenetidis, 2016).

Furthermore, a study was conducted to assess bone stress injuries in the army cadets of Pakistan military Academy by using a retrospective study design and selected 120 participants in total. Case document analysis was done. The findings of the study indicated that tibia ( A foot bone) was the commonest site of fractures while indulging in military routines and trainings in both sexes among Army Cadets, These tibia fractures were most common and accounting for about 73% among all of the other stress fractures (Kamran, 2007).

Furthermore, another study was conducted to assess childhood adversity's impact on elite army cadets coping with combat training stress by using a quantitative research design and selected 42 participants in total. Participants were screened by using the Childhood Trauma Questionnaire (CTQ). The findings of the study indicated that due to rigid rules and strict military environment along with the factor of military training and isolation from social world there are long-term changes in anxiety, depressive symptoms, and executive functioning as well as stress was found among army cadets (Kalla, 2022).

### ***Leadership Skills among Army Cadets***

In military organizations, army programs were not only provided for army cadets to learn only fighting skills but also to learn about life skills. In military culture, the main focus is on developing leadership skills among all life skills. At different levels leadership is considered as an important factor that even success cannot be guaranteed without it even though you take help from other technological equipment's. Therefore, military organizations were focusing on leadership and certain other ways to train and develop effective leaders (Yongyong, 2009).

A study was conducted to assess the power of experience. Innovative and authoritative leadership values among Danish army cadets by using a survey research design and selected 16 participants. Findings indicated that there is a difference in leadership values among cadets and other civilians. Cadets were more able to have leadership values than civilians and those leadership values were often associated with flexibility, openness, and human relations (Holsting, 2020).

Furthermore, a study was conducted to assess the moderating effects of perceived organizational support on leadership behaviors: a study of army cadets by using a qualitative research design and selected 144 participants. Findings indicated a unique style of leadership was promoted by military institutions among their cadets that was solely based on many

things such as team work and character building as compared to most other nonmilitary organizations and firms, and hence these supervisory skills were necessary for battlefield success (Gabriel, 2022).

### ***Personality Development among Army Cadets***

In cadet colleges or military institutions if cadets are seeking out for a new hobby, extra military training, a competitive sport or spiritual development the Military Academy has a club for them that play a significant role in developing army cadets' personalities. Activities include sports, drills, shooting, field crafts, and several disciplinary training while the clubs includes religious organizations, debating society, mountaineering clubs, marathon team, and clubs for academic interest and for all possible interests at the academy (Norris & Connor, 2019).

A study was conducted to assess the roles of traditional military cultural value systems for the personality development of current Vietnamese people's army cadets by using qualitative research design. A literature review of 5 articles was done. Findings indicated that military cultural plays an important role in developing the Vietnam People's Army cadets' personalities. It builds up a foundation for the development of a cultural personality (TT Linh, 2020).

Furthermore, a study was conducted to assess from eagle's nest to soaring high in the skies: a discussion of the value, training & future of the Australian Air Force Cadets, and a short history of the broader cadet movement in Australia by using qualitative research design. 27,000 young Australians aged between 13 and 20 years were selected. Findings indicated that military cultural plays an important role in Operating overwhelmingly military organization as a volunteer organization (Martinic, 2016).

Furthermore, another study was conducted to assess development of an observational instrument (obsCIF) for evaluating character strengths in army cadets. An observational

instrument (obscif – observation of character in field) was developed and tested on 59 army cadets. Findings indicated that it is a valid measure and having 12-character strengths. In addition reliability coefficients (Cronbach's alphas) estimated for the 12 scales in OBSCIF are all within acceptable levels, indicating that they provide reliable measures of the 12-character strengths (Bang, 2016).

### ***Issues faced by Army Cadets***

Although cadets are a group of carefully selected adolescents, all in excellent physical health, living under conditions of ideal physical hygiene and subjecting to a hectic military routine but they also face various issues. For cadets along with physical training, discipline and honor academic responsibilities are also present. The schedule moves with clock like regularity and slightest mistake leads to severe punishments. One furlough (a 12 weeks' leave at the end of each year) is allowed during the entire four years. So, there is little opportunity for them to contact with the outside world and their family which enhance the factor of homesickness (Kerns, 2006).

A study was conducted to assess creating sustainable and climate shared value in public institution: lessons from a case of Korea army cadet military school by using case-based research design. Findings indicated that study was focused on providing guidance to explore research in practice and expand the scope of the subjects of CSR research theoretically so that they can contribute to exploring new approaches so that those approaches leads to co-prosperity among social components (SH Kwon, 2019).

Furthermore, a study was conducted to assess pedagogical support of young army cadets. Literature review was done. Findings indicated that it is very important for the youth organization to increase the children's social significance. The socialization of the child's personality leads to the result of readiness to fulfill social functions in the community (Ponomarev, 2021).

### ***Homesickness among Army Cadets***

Among cadets' hectic routines, continuous evaluation of academic and physical fitness, limited opportunities to visit home, and restricted exposure to the social world led them to miss home more frequently. Repetitive physical training, discipline, and chain of command of military culture each factor provokes homesickness (Banning, 2010).

A study was conducted to assess the effect of homesickness on air force academy cadets by using a quantitative research design. Homesickness questionnaire was administered to 176 Air Force Academy cadets. Findings indicated that those cadets who had never lived even once away from their home were reported that they extremely miss their homes and those cadets were less likely to report homesickness who had traveled away from home at least once before entering the Academy (Banning, 2010).

### ***Prevalence and impact of Homesickness among Army Cadets***

Current estimates of the prevalence of homesickness indicated that Nineteen percent to 70% of students have been found to experience homesickness; depending on how homesickness is measured and the specific populations of interest (Brewin, 1989).

Homesickness can significantly impact the psychological well-being and performance of army cadets. Research by Walton (2007) investigated the prevalence and impact of homesickness among military cadets, highlighting its association with increased stress, decreased morale, and reduced academic and physical performance. Understanding these effects is vital for developing interventions to mitigate homesickness-related challenges (Walton, 2007).

A study was conducted to assess the Effect of Homesickness on Army cadets by using a quantitative research design. Homesickness Questionnaire (HQ) was administered to 176 Air Force Academy cadets. Findings indicated that Current estimates of the prevalence of homesickness are that nineteen to 70% of students have been found who experienced extreme

homesickness (Brewin, 1989).

Another study was conducted to assess Homesickness and Adjustment across the First Year of College: A Longitudinal Study. A quantitative research design was used. Question was used to assess 174 participants. Findings indicate that Homesickness emerged as a prevalent reason for leaving cadets. The most commonly shared reasons were: military life did not suit me (46%), homesickness (32%), did not get the desired routine (18%), difficult training, and (32%) dissatisfaction with specific features of the training (Davis, 2017).

### ***Factors Contributing to Homesickness***

The strength of attachment to home and family is a significant factor contributing to homesickness. There was high influence of family relationships and emotional ties to home in experiencing homesickness among college students. The stronger the attachment to home and family is the higher the likelihood of experiencing homesickness (Thurber, 2007).

A study was conducted to assess the Predictors of homesickness in military trainees. Literature review was done. The outcomes of the study indicated that various factors can contribute to the development and intensity of homesickness among army cadets. This study has identified factors such as geographic distance from home, limited social support, and lack of familiarity with the military environment as predictors of homesickness in military trainees. Recognizing these factors can help inform strategies for prevention and support (D Renke, 2019).

Furthermore a study was conducted to assess transition to university: the role of expectations, social support and identity development. Qualitative study design was used. The outcomes of the study indicated that Transitions, such as moving to a new environment or starting a new educational program, can contribute to homesickness. Study indicated that individuals who experienced significant life transitions were more likely to experience homesickness. The process of adjusting to a new situation can intensify feelings of missing

home and familiarity (Fisher, 2016).

Furthermore a study was conducted to assess the stress of the transition to university: a longitudinal study of psychological distress, neuropsychological functioning, and stress appraisals. Qualitative study design was used. The outcomes of the study indicated that cultural differences and unfamiliarity with a new culture can contribute to homesickness, especially among international students or individuals in foreign environment. Study found that cultural distance, in terms of language, customs, and social norms, was a significant predictor of homesickness among international students (Fisher, 1987).

The factor that mostly influences cadets' psychological well-being is self-acceptance. Cadets develop healthy self-esteem and were characterized by positive emotional states when they correlate their self-image with professional military activity. But if Cadets were failed to identify themselves with professional military activity they develop negative emotional states (Khraban, 2022).

A study was conducted to assess Narratives of psychological well-being among female military members. A qualitative research design is used and semi structured interviews were conducted. Findings indicated that focusing on prevention of negative thoughts and intervention or search out for different methods or activities to increase belongingness and a sense of home for female service members (Natalie & Mota, 2018).

### ***Impacts on Mental Health of Army Cadets***

The duration of adjustment, assessing depression, anxiety, and stress among Army recruits. Cadet's self-reported depression and stress fell within normal category as they minutely lies within eight-week training period although anxiety remained slightly high. Martin noted that this finding for anxiety was also reported in Air Force cadets (Martin, 2006).



Studies have shown that army cadets may be at increased risk of experiencing mental health issues. Research by Sundin (2014) conducted among military trainees indicated a higher prevalence of symptoms related to anxiety, depression and post-traumatic stress disorder (PTSD) compared to the general population. Recognizing the prevalence of mental health issues is essential for early detection and intervention (Sundin, 2014).

A study was conducted to assess the Mental Health and Mental Health Service Use Attitudes among Canadian Armed Forces (CAF) Recruits and Officer Cadets a qualitative research design was used by selecting 84 participants. Findings indicated that army Cadets usually think about their mental health and availability of that mental health services makes it challenging to create an educational package that meets the mental health education needs of all individuals entering military service and also address them properly (Agata, 2017).

Furthermore a study was conducted to assess Mental Health Support and Interventions for Military Trainees. Literature review was done. Study findings indicate that Providing mental health support and interventions is crucial for addressing mental health concerns among army cadets and emphasized the importance of accessible mental health services, early intervention, and de-stigmatizing mental health issues within military training environments. Implementing proactive measures and fostering a supportive culture can positively impact cadets' mental health outcomes (Delle, 2019).

### ***Impact on General Health of Army Cadets***

Adjustment disorders are often occurred in military settings along with depression, anxiety, and stress among Army recruits (R Bonelli, 2012).

Military training emphasizes physical fitness and performance, which can have both positive and negative effects on cadets' general health. Research highlighted the improvements in cardiovascular fitness, muscular strength, and endurance among military trainees. However, intense physical training without adequate recovery and injury prevention

measures may increase the risk of musculoskeletal injuries and overtraining syndrome (Grier, 2015).

A study was conducted to assess Moderators of Psychological and Physical Health in a Military Assessment Center. Quasi experiment was done. 70 participants were selected. Findings indicate that role stress of being a cadet act as a barrier in enhancing cadet's self-efficacy and extraversion (Thomas, 2002).

Another study was conducted to assess Self-efficacy as a mediator of the relationship between subjective well-being and general health of military cadets by using a quantitative research design. A modified version of general health (GHQ- 12), perceived general self-efficacy was used along with other scales that cover subjective well-being, and demographic questions. Initial regression analyses were run for analysis. 228 Cadets were participated. Findings indicated that self-efficacy played role of a moderator between the subjective well-being and the overall health of military cadets (Souza, 2014).

Furthermore a study was conducted to assess Sleep Deprivation and Sleep Disorders. In: Military Medical Training. Literature Review was done. Findings indicated that Military training frequently involves sleep deprivation and irregular sleep patterns, which can have a negative impact on cadets' general health. Study indicated that sleep deprivation among military personnel can lead to impaired cognitive functioning, increased stress, and decreased immune function. Implementing strategies to optimize sleep hygiene and educate cadets about the importance of sleep can help mitigate these effects (Wells, 2018).

### ***Factors Affecting Psychological Wellbeing of Army Cadets***

Among the many factors prior are separation from home, a high degree of anxiety, negative expectations prior to entering in academy, greater distance from home, insecure interpersonal attitudes, limited feelings of control in military academies, psychosocial distress experienced by students, negative experiences in the new environment, depression along with

anxiety, withdrawal from places, limited social relations with significant others and poor level of satisfaction (Banning, 2010).

A study was conducted to assess Positive Emotions, Resilience and Psychosomatic Health: Focus on Hellenic Army NCO Cadets. A quantitative research design was used. Self-report questionnaire was administered to 395 cadets. Findings indicate that higher level of resilience correlate with positive emotions and hence linked with better psychosomatic health, while lower level of resilience correlate with negative emotions and linked with poor psychosomatic health (Konstantinos & Karampas, 2016).

Furthermore a study was conducted to assess mechanisms of resilience: psychological well-being in military personnel. A qualitative research design was used. Self-report questionnaire was administered. Findings indicated that Perceived social support, both within and outside the military context, significantly influences psychological well-being among army cadets. This study demonstrated that higher levels of social support were associated with lower levels of stress and psychological distress among military personnel. Enhancing social support systems, such as peer support programs and mentorship initiatives, can positively impact cadets' psychological well-being (Adler, 2013).

Furthermore another study was conducted to assess mental health and psychological well-being. In military medical training. Literature review was done. Findings indicated that the impact of military training on general health also extends to mental health and psychological well-being. Studies have shown that military training can contribute to increased stress, anxiety, and psychological distress among army cadets. This study emphasized on the importance of addressing mental health concerns, promoting resilience, and providing psychological support to ensure overall well-being during training (Adler, 2017).

## **Rationale**

This research was conducted to explore the lived experiences of army Cadets and how military cultures impact their psychological well-being along with the factor of homesickness. Strict military norms and homesickness may impact the psychological well-being of cadets (Naval Garg, 2021). Also this research was based on Army cadets especially in Pakistani context so this research will open new ways to look at the bigger picture. To the best of the researcher's knowledge, this study have been explored new constructs including military culture and lived experiences of Army cadets in context of homesickness and psychological wellbeing by using Interpretative phenomenological analysis.

This topic is an important area of study as the findings leads a step towards future practice, policy and research regarding the experiences and needs of Army cadets in military culture. The research outcomes may be useful to campus human resources offices and institutional executive leadership members who in practice could use the data to reform. Changes can be made through the design or redesign of work/life programs that better meet their needs, as well as changes that are inclusive of distinctive cultural and gender considerations required by this group.

Furthermore, it is important that the experiences of Army cadets be further investigated as their presence on college campuses and their recruitment directly links to the future defense system of the country.

The scarcity of research on the lived experiences of Army cadets in military culture highlights a gap in the literature on a significant group of individuals who contribute extensively to a field and profession and should be acknowledged their realities or their impact. Researching their experiences not only creates the opportunity for their voices to be heard, but also facilitates the opportunity for further inquiry.

This study is significant as it may increase the overall social awareness of the experiences of these Army cadets. Being a cadet and then future military personnel is a profession that is often seen but hardly understood by outsiders through the results of this study those outsiders will have the opportunity to not only gain more knowledge about this field but have a deeper understanding of the lives led by them.

### **Research Question**

The following research questions guided the research to uncover both relevant and uncommon themes, while gaining insight into the lived experiences of Army cadets along with the factor of homesickness.

Q1: How does military culture influence the psychological well-being of army cadets and what are their lived experiences of homesickness within this context?

Q2: How do the various aspects of military culture impact the psychological well-being of army cadets and what are the lived experiences of homesickness among cadets as revealed through interpretative phenomenological analysis?

## **Chapter 02**

### **Method**

#### **Purpose of the study**

The primary purpose of this qualitative study was to give voice to the lived experiences of Army cadets within cadet colleges while gaining understanding of their unique experience from their individual perspectives.

The secondary purpose of the study was to examine how Army cadet's psychological well-being was impacted by Military culture along with their experience of homesickness.

#### **Research Design**

The research design for the current study was exploratory and cross-sectional.

The lived experiences of Army cadets including their experiences of homesickness and impacting of Military Culture on their well-being was explored a qualitative, interpretative phenomenological research study. Qualitative research aims to generate knowledge through description, attention to process and collaboration within in a social structure and with its people through description, attention to process and collaboration within in a social structure and with its people (Hays & Singh, 2012).

Due to the richness of the data that can be gathered through qualitative research this type of methodology was chosen for this topic as it allowed for an in-depth investigation that helps to yield extensive data on a topic that is currently limited in the literature.

A phenomenological theoretical perspective was utilized for this study because it help the researcher to approach the phenomenon with a new perspective as if viewing it for the first time through the eyes of participants who have direct and immediate experience with it.

The phenomenological approach was most fitting to this study as it incorporated the

actual experiences of the participants to understand the essence of the phenomenon.

### **Interpretative Phenomenological Analysis**

Interpretive Phenomenological Analysis (IPA) was selected as the research approach for this study due to its concern with exploring experience in its own terms, IPA allows qualitative researchers to investigate how others make meaning of significant life experiences (Smith, 2009).

Interpretative Phenomenological Analysis is described as idiographic due to its commitment to the detailed examination of the particular case (Smith, 2009).

In addition IPA employs a double meaning the participants are trying to make sense of their world the researcher is trying to make sense of the participants trying to make sense of their world (Smith, 2009).

IPA was ultimately chosen for this study to gain an in-depth understanding of how military culture impacts on psychological wellbeing of army cadets and their lived experiences of homesickness.

### **Ethical Consideration**

To keep the whole process within ethical boundaries APA guidelines were followed. Participants were firstly informed about the aim and goal of the study and proper consent was taken from them and make them sure of their privacy and confidentiality. Participants were informed about their right to clear any query regarding the study as well as the right to withdraw at any stage.

### **Population and Sample**

Sample of the study was selected from cadet colleges of the twin cities of Pakistan Rawalpindi & Islamabad. The sample size was 5 participants (2 Males and 3 Females).

Participants of age range 12 to 19 years with the time frame of 1 year of being as a cadet and those who were currently enrolled in intermediate programs were selected through random assignment.

### **Sampling Technique**

Homogeneous purposive sampling was used for the current study.

A Homogeneous purposive sampling method was used to identify potential participants for the study. Potential participants were identified and selected after making sure that the participants met the sample criteria (Smith et al., 2009). In an effort to create a homogenous sample as recommended for IPA studies, individuals who fit all of the following criteria's were invited to participate in the study. An Army cadet currently enrolled in Cadet College and enrolled in intermediate program and time frame of being enrolled must be more than one year.

In addition IPA studies focus more on the detailed account of individual experiences where quality is celebrated more than the quantity therefore a small sample of five participants was utilized for this study (Smith, 2009).

To initiate participant recruitment firstly permission from cadet colleges were taken and selected those cadets who fulfilled the above mentioned criteria. As outlined in the Informed Consent Forms no compensation was offered or provided to the participants in exchange for their participation in the study.

### **Inclusion criteria & Exclusion criteria**

- Both male and female army cadets having an age range of 12 to 19 years were included. As in cadet colleges cadets with age range below 12 are not recruited. As Cadet College's enrolled students from class 7 to till second year for that purpose average age range for them is 12 to 19 years which is defined as age range of adolescents according to WHO.



- Army cadets who were currently enrolled in cadet colleges were included and those Cadets who were passed out were excluded. Those Cadets who just got joining letter were not included as they don't have experienced military routines and were not exposed to military culture. Those cadets got pass-out from cadet colleges were not part of the study only current enrolled students was part of this study as lived experiences of them were explored. Passed out cadets were not currently experienced the military culture so they were not able to report it.
- Only army cadets were allowed to participate while Air force, marine cadets and other non-military hostilities were excluded. Air force and marine cadets were not added as study was conducted only on army cadets. Those students lived in hostels away from their home and were enrolled in Non-Military institutes were excluded. There are several governmental and public institutes other than military institutes that offered students to live in hostels.
- Those cadets who will give informed consent were included. Only those students who were willing to be part of study were included. Those participants who were willing to give interview and gave permission to audio record it was included.
- Time frame for selection was one year and with less than or more than one year were excluded. After one year of being cadet, cadet's experienced military culture and military routines along with them also experienced being away from home so can easily reported.

### **Demographic Sheet**

Demographic Performa was developed for Pakistan Army Cadets that include questions about their name, age, gender, education, time frame and city. All demographic questions were open-ended.

## **Instrument**

A semi-structured interview guide was developed in English language to take interviews from participants. It was developed step by step according to the guidelines of Jonathan Smith. Firstly, areas relevant to the research topic were identified and were consulted with supervisor in this regard. Open-ended questions were developed. Initially total 40 questions were made and from them 16 items were selected for final interview guide. However additional question was also asked during interview as previously mentioned in semi-structured interview guide.

## **Measures**

Prior to the start of the individual interviews, researcher gave each participant an Informed Consent Form (see Appendix A), for which they were given time to read, sign and return. The participants were also given a description of the study along with researcher contact information to keep and share their records.

## **Interviews**

The interview contained an open interview script or guideline to avoid potential recall issues and for later transcription, the interview sessions were audio-recorded. The recordings were saved as a password-protected file on a USB drive in order to not lose the data.

The transcription of each interview was done by listening and re-listening of audio recordings (for transcription see Appendix C). All personal identifying information was either replaced with pseudonyms or not included in the transcripts in order to maintain the participants' anonymity.

The interview questions were designed in a manner to not lead participants into

answering in a specific way but to allow them to share their true and unfiltered experiences in order to obtain data that would be analyzed to help fill the gap in the literature on this topic.

## **Procedure**

Participants were selected from different army cadet colleges of Rawalpindi and Islamabad. Approval for data collection was taken from all institutes. Participants were approached through various military institutions of Rawalpindi & Islamabad and they were debriefed about Interview conduction, venue and timings of interview conduction. The consent form was signed by the participant and they were debriefed about the purpose and objectives of the study. Participants have the right to withdraw at any time. They were informed that all kinds of ethical issues were taken into account and they have access to their confidentiality rights. Once all got done, they were asked to share their accurate information and gave subjective responses to questions that were asked in the interview. It was to make sure that audio recordings of the participant were taken, tools were properly arranged to avoid hindrance and for the storage of data multiple copies were made and stored to multiple devices.

## **Pilot Study**

Researcher conducted a pilot study on the topic Military culture impacts on psychological well-being among Army Cadets along with the factor of Homesickness as a way to explore the interpretative phenomenological analysis approach utilized in this research. The outcomes of the pilot study informed the research design and helped to refine the interview guideline. Specifically, as a result of the pilot study it was decided that certain items on interview guideline were too difficult for the sample to understand and some items were needed to be refine so that they were less directive.

Additionally the pilot study helped the researcher to determine that it was better to have the audio recordings instead of video-recordings as video recordings lead to un-comfortableness among participants.

### **Data Collection**

To obtain relevant and significant data for these study semi-structured interviews were conducted with the participants. These methods of data collection provided the critical information necessary to better comprehend this phenomenon and address the research questions.

Researcher interviewed five Army cadets from different cadet colleges in Rawalpindi & Islamabad by using semi-structured interview guideline. In order to get primary data source for this study each of the interviews were conducted in-person with the participant on the campus of the Cadet College at which they studied.

The purpose of the interviews was to gain in-depth understanding of the participant's experiences. Throughout the interviews, researcher wrote field notes, and audio-recorded the interviews to avoid recall errors. The interviews were transcribed after each session to later coding and analysis.

### **Procedure for Data Analysis**

After completion of the data collection the data gathered from the series of semi-structured interviews were analyzed in accordance to the data analysis steps specified by (Smith, 2009) for IPA studies. Data analysis was done by using Interpretative phenomenological analysis (IPA). The steps of IPA data analysis include:

#### **IPA (Interpretative Phenomenological Analysis)**

Data analysis was done by using IPA (Interpretative Phenomenological Analysis)

Interpretative Phenomenological Analysis was used to explore the constructs in the study. Following steps were followed during the analysis.

### ***Reading and rereading***

This step involved absorbing in the original data. For data analysis this was the initial stage which involves reading and re-reading transcripts to get more familiarity with data.

### ***Exploratory comments***

This step includes taking notes. This step is utilized in order to explore the content and to do free association note taking. Note taking usually involves non-verbal behavioral observations.

### ***Emergent Themes***

This step involved focusing on chunks of transcript and notes to develop themes. Exploratory comments are titled as emergent theme. Coding ensured that distinctive themes emerged from participants transcripts.

### ***Searching for connections across themes***

This step involves abstraction and integration themes to find the commonalities or similarities between the emergent themes. This stage involved in looking for connections between emergent themes on the basis of conceptual similarities, as advised by Smith and Osborn (2008). Emergent themes were clustered to ensure the connections among them.

### ***Moving to the next case***

In this step researcher tried to bracket previous themes and kept himself open-minded in order to do justice to the individuality of each new case.

### ***Looking for patterns across case and developing a Master table***

This stage helped the researcher to move to the next transcript and hence repeat the process. This step involved finding patterns of themes of each case and presented in the form of a major table. Before those themes of each case were made and presented they in

general table but in master table all themes of each case are presented in the form of a table. Then deepen the analysis by using other theories to found out a resultant outcome of the whole phenomenon.

### ***Recurrent Themes Table***

In this step recurrent themes table was developed for better understanding and comparison of themes among various cases.

## Chapter 03

### Findings

The purpose of this qualitative, interpretative phenomenological investigation was to give voice to the lived experiences of Army Cadets within the Cadet colleges. In addition, the study was also designed to examine how these Army Cadets experience Homesickness along with impact of Military Culture. The analysis was conducted based on the interpretation of the researcher using the process outlined by Smith (2009) for data analysis of Interpretative Phenomenological Analysis studies.

This chapter discusses the data gathered from the pilot study that is used to refine the interview guideline and from the semi-structured interviews then outlines the findings resulting from the data collection and analysis processes.

### Part I: Pilot Study

#### *Participant:*

Table 1 provides demographic information for the participant. To protect the participant privacy, the participants' actual names are replaced by pseudonyms throughout the study.

| Name  | Gender | City       | Age | Timeframe | Education<br>(You've completed) | Education<br>(Currently enrolled) |
|-------|--------|------------|-----|-----------|---------------------------------|-----------------------------------|
| Ms. R | Female | Rawalpindi | 17  | 2 years   | Matric                          | F.S.C<br>(First year)             |

#### *Participant #*

Ms. R is a young girl from Rawalpindi. She is 17 years old. She got enrolled in

Cadet College in class 9th. She has done her Matric from Cadet College and currently enrolled in the first year of ICS. The time-frame of her as a cadet has 2 years. Her father was a military personal and her mother is a housewife. She is outgoing, confident and bold.

### ***Results***

Table 2 provides information about themes generated out of participant excerpt.

| <b>Military Culture</b>  | <b>Homesickness</b>  | <b>Psychological wellbeing</b>  |
|--|--|---|
| Obedience  | Away from home   | Realize his/her strength  |
| <ul style="list-style-type: none"> <li>• Leaders</li> <li>• Obedient</li> </ul>  | <ul style="list-style-type: none"> <li>• Disturbance</li> <li>• Difficult</li> <li>• Feelings</li> <li>• Mood</li> <li>• Particular one</li> <li>• Depressed</li> <li>• Miss</li> <li>• Support</li> <li>• Home</li> <li>• Adjust</li> <li>• Missing home</li> </ul> | <ul style="list-style-type: none"> <li>• Confident</li> <li>• Outgoing</li> <li>• Bold</li> <li>• Strength</li> <li>• Manage</li> </ul>               |
| Specific term  |  | Relation with others  |
| <ul style="list-style-type: none"> <li>• Warden</li> <li>• Hostel</li> <li>• Attendance hall</li> <li>• Mess</li> <li>• JCG</li> </ul> |  | <ul style="list-style-type: none"> <li>• Socialize</li> <li>• Boundaries</li> <li>• Friends‘</li> <li>• Tease you</li> <li>• Good relation</li> </ul> |



- 
- Days collars

- Annexes

#### Physical activities

- Healthy
- Training
- PT

#### Military Routine

- Hectic
- Warm up
- Running
- Not comfortable

#### Nationalism

- Loyal
- Flag
- country

#### Role of military institute

- Shaping
- Perfect way

- Perspective

- Fights

#### Identify his/her weakness

- Can't socialize
- Stiff

#### Concept of self

- Authentic
- Social media
- All are one
- Particular identity
- Ourselves
- I or myself

#### Support system

- Seniors
- Guidance
- Co-operative
- Help
- monitoring

- 
- Weakness & strength
  - Exercise
  - Healthy
  - Sports
  - Football team
  - Time management
  - Personality
  - Communication skill
  - Reading novel and newspaper

#### Challenges

- Social strictness
- Boundaries
- Pretending
- Go home
- Problem
- Painful thoughts
- Addressed
- Medical problem
- Mentally
- Proper person

#### Hierarchy

- Ranking system

#### Military regulations

- 
- Responsibilities
  - Can't say no

Role of seniors

- Reporting
  - Detective
- 

After analysis modification of items in interview guideline was done. Some items were direct and some were too much explanatory so they were changed and refined. Firstly modification was done in items under the construct homesickness.

Item 10: At what part of day you feel more anxious or annoying? Which thing/part annoys you?

Refined: At what part of day you feel more anxious or annoying?

Item 11: Have you ever felt down in yourself?

Refined: Have you ever felt low?

Secondly modification was done in items under the construct psychological wellbeing.

Item 12: Tell me something about yourself?

Item 13: What are your strength and weakness?

Refined: Tell me something about yourself, your strength and weakness?

Item 14: what do you think is better for you authentic self or perfect self?

Refined: Removed

Item 15: How military environment is effecting your growth?

Refined: Removed

### ***Part II: Main Study***

This Part includes brief descriptions of each of the five participants to allow the reader to gain a better understanding of each Cadet's unique experiences and provides a

space for each of their voices and perspectives to be acknowledged and honored as contributions to this research as intended in phenomenological work. Following the descriptions of the participants the emergent themes are discussed in detail to support the justification for each theme.

### *Participants*

Due to the phenomenological approach used for this study the participants' contributions were critical to the research process (Smith, 2009). A sample of five Army Cadets was used for this study, as Smith suggest that between three to six participants can be a reasonable sample size for an IPA project (2009). The following summaries are intended to provide background information about each of the participants to allow the reader to develop greater insight.

Table 3 provides demographic information for the five participants. To protect their privacy, the participants' actual names are replaced by pseudonyms throughout the study

| Name  | Gender | City        | Age | Time-<br>frame | Education<br>(You've<br>completed) | Education<br>(Currently<br>enrolled) |
|-------|--------|-------------|-----|----------------|------------------------------------|--------------------------------------|
| Mr. U | Male   | Karachi     | 16  | 3 years        | Matric                             | F.S.C<br><br>(First year)            |
| Mr. A | Male   | Baluchistan | 17  | 2 year         | Matric                             | F.S.C<br><br>(First year)            |

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|        |        |           |    |         |        |                       |
|--------|--------|-----------|----|---------|--------|-----------------------|
| Ms. Mi | Female | Islamabad | 16 | 3 years | Matric | F.S.C<br>(First year) |
| Ms. Ma | Female | Sukho     | 18 | 2 years | Matric | F.S.C<br>(First year) |
| Ms. A  | Female | Islamabad | 15 | 4 years | Matric | F.S.C<br>(First year) |

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***Participant # 01***

Mr. U is a young boy from Karachi. He is 16 years old. He got enrolled in Cadet College in class 8th. He has done his Matric from Cadet College and currently enrolled in the first year of pre-engineering. The time-frame of him as a cadet has 3 years. His father has retired from Navy. He loves physical activities. He is good in science subjects and weak in Arts subjects. He is also an aggressive person.

***Participant # 02***

Mr. A is a young boy from Baluchistan. He is 17 years old. He got enrolled in Cadet College in class 9th. He has done his Matric from Cadet College and got 88% marks in matric. He is currently enrolled in the first year of pre-medical. The time-frame of him as a cadet has 2 years. He is a patient and hard working person. He is always courageous to know about everything new about general knowledge, awareness and social media.

***Participant # 03***

Ms. Mi is a young girl from Islamabad. She is 16 years old. She got enrolled in

Cadet College in class 8th. She has done her Matric from Cadet College and she is currently enrolled in the first year of pre-medical. The time-frame of her as a cadet has 3 years. Her strength is her family. She had a great bond with her brother. She is very patient.

#### ***Participant # 04***

Ms. Ma is a young girl from Sukho. She is 18 years old. She got enrolled in Cadet College in class 9th. She has done her Matric from Cadet College and she is currently enrolled in the first year of pre-engineering. The time-frame of her as a cadet has 2 years. She is very proud of herself. She can do anything if she wants. Her strength is her family and her weakness is her friends.

#### ***Participant # 05***

Ms. A is a young girl from Islamabad. She is 15 years old. She got enrolled in Cadet College in class 7th. She has done her Matric from Cadet College and she is currently enrolled in the first year of ICS. The time-frame of her as a cadet has 4 years. She had a great bond with her father and considers him as her strength and weakness too.

#### ***Results***

This investigation was guided by two research questions designed to obtain in-depth and unfiltered responses from the participants. Researcher performed all of the data analysis to include the development of emergent themes. After researcher initial and second round of coding researcher transform the transcripts into the themes. Through coding researcher was able to see and quantify which codes were the most prevalent among participant as well as across all of the data sources. Following Smith (2009) outline for data analysis, the codes were derived via thorough and repeated review and noting of each participant's transcripts. This step allowed researcher to gain a deeper understanding of each of the participants' lived experiences and perspectives as well as interpret the meanings of their sentiments. This step was repeated for each of the participants' data sources followed by analysis across the cases

to identify identical or similar codes across all of the participants

### Themes

Table 4: Provides information about Superordinate Themes, Sub-ordinate Themes, Emergent Theme and Initial Codes generated out of participant's excerpt.

| Superordinate Themes | Subordinate Theme           | Emergent Theme                | Initial code   |
|----------------------|-----------------------------|-------------------------------|--|
| Military Culture     | Specific identity formation | Sense of uniqueness           | <i>"As we go outside people will come, they ask we will go with khaki uniform they will come to know it is from an army institute"</i>                                       |
|                      |                             | Collective identity           | <i>"We can't do anything. We are bound. We are only allowed to play in one ground. We are cadets."</i>   |
|                      |                             | Feel honor                    | <i>"I feel very proud. My friends also feel proud that their friend is in Cadet College"</i>   |
|                      | Military traditions         | Military schedule/<br>routine | <i>"We are having prep system and we are not having free hand. There is a time table set. We have to follow that. Other than that, we can't do anything. This is boring"</i> |

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|  |   |
|--|---|
|  | <i>routine. we are having the similar routine on daily basis. I want to have a change in this routine system.”</i>  |
| Role of institute in developing/ acquiring | <i>“They teach us to be strong in every situation. And students here experience actually every situation. The routine is very different and the students help themselves by their own in doing everything. They become independent and mature.”</i> |
| Level of satisfaction about institute      | <i>“It's quite better than other cadet colleges It cost then low then others and it have many physical activities that,,s Why my college is very great for physical sports and activities. It boasts our talent.”</i>                               |
| Activities initiated by institute          | <i>“There are many quiz competitions, debates, drill competition, sports competitions, we play many</i>   |

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|                     |                           |                        |   |
|---------------------|---------------------------|------------------------|---|
|                     |                           |                        | <i>sports. It also helps in our studies. We have two preps of one or two hours to study. We have PT instructors we have drill instructors.”</i>   |
| Sense of submission | Role of seniors           |                        | <i>“They used to guide us the good path, they used to guide us how to learn the new lessons and how to read the books and they tell us not to claim them.”</i>  |
|                     |                           | Obedience to authority | <i>“I get up and also do what our warden said.”</i>   |
| Difficulties        | Challenges as a new comer |                        | <i>“When any student is new here, the warden and the teachers and seniors also help them at the start but later they become a little lonely. But if they are an introvert, it's very difficult for them when I am ill, I want good medical treatment. Sometime we get it, but sometime we are late to find it.”</i> |
| Homesickness        | Separation                | Away from              | <i>“That’s something difficult</i>  |

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|                               |  |
|-------------------------------|--|
| home                          | <i>because it's just the worst feeling being away from home. You miss your parents and all the facilities which are available at home but not here. So you feel like bounded to a place. I feel more anxious in the evening because I miss my home at that time”</i> |
| Sleep/<br>schedule<br>routine | <i>“At home, we used to sleep 10 to 15 hours but here we are getting only 5 to 6 hours for sleep and we are not getting proper rest so that our studies are also getting affected by it. So, our sleep routine is very bad.”</i>                                     |
| Feel low                      | <i>“Whenever we are sitting alone, someone came and they asked, why are you sitting here and why are you so sad? We can't express our feelings. So, I felt very down. I want to stay with my friends and my</i>  |

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|                         |                                       |                           |  |
|-------------------------|---------------------------------------|---------------------------|--|
|                         |                                       |                           | <i>family.”</i>  |
| Psychological wellbeing | Identification of sense of self       | Realize his/her potential | <i>“Here I came to know that I can endure things. I’m very patient,”</i>   |
|                         |                                       | Realize his/her weakness  | <i>“I have a lack of confidence and I cannot control my anger.”</i>  |
|                         | Personal growth                       | Promote well-being        | <i>“Institute focus on time management discipline. I learned how to maintain myself and polish my personality”</i> |
|                         | Interpersonal component of well-being | Relationships with others | <i>“My relation with my dome fellows, they are very good. Always help me in struggle”</i>                          |
|                         |                                       | Support system            | <i>“Fellow cadets are very nice and helpful. They always help me in difficult situations.”</i>                     |
|                         |                                       | Bullying                  | <i>“Friend made jokes.”</i>  |

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Throughout the analysis process, three superordinate themes emerged.

|                  |              |                          |
|------------------|--------------|--------------------------|
| Military Culture | Homesickness | Psychological well-being |
|------------------|--------------|--------------------------|

### **Superordinate, Sub-ordinate Themes and Emergent Themes:**

Table 5 is a Major Theme Table provides information about super-ordinate themes, Sub-

ordinate themes and emergent themes of all cases generated out of participant excerpt

| Superordinate Themes    | Subordinate Themes                      | Emergent Themes                              |
|-------------------------|---|--|
| Military Culture        | Specific identity formation             | Sense of uniqueness                          |
|                         |   | Collective Identity                          |
|                         | Military traditions                     | Feel honor                                   |
|                         |   | Military Schedule/<br>Routine                |
|                         |   | Role of institute in<br>developing/Acquiring |
|                         |   | Level of satisfaction about<br>the institute |
|                         |   | Activities Initiated by<br>institute         |
|                         |   | Sense of Submission                          |
|                         |   | Role of seniors                              |
|                         |   | Obedience to authority                       |
| Homesickness            | Difficulties                            | Challenges as a new comer                    |
|                         | Separation                              | Away from home                               |
|                         |   | Sleep Schedule/ Routine                      |
| Psychological Wellbeing | Identification of sense of self         | Realize his /her potential                   |
|                         |   | Realize his/her weakness                     |
|                         | Personal growth                         | Promote well-being                           |
|                         | Interpersonal component of<br>wellbeing | Relationship with others                     |
|                         |   | Support system                               |
|                         |   | Bullying                                     |

Table 6 provides information about recurrent themes across the cases.

| Superordinate Themes     | Subordinate Themes                   | Frequency | Percentage |
|--------------------------|--------------------------------------|-----------|------------|
| Military Culture         | Specific identity formation          | 4/5       | 40/50      |
|                          | Military traditions                  | 4/5       | 40/50      |
|                          | Sense of Submission                  | 5/5       | 50/50      |
|                          | Difficulties                         | 2/5       | 20/50      |
| Homesickness             | Separation                           | 4/5       | 40/50      |
| Psychological Well-being | Identification of sense of self      | 4/5       | 40/50      |
|                          | Personal growth                      | 2/5       | 20/50      |
|                          | Interpersonal component of wellbeing | 3/5       | 30/50      |

## **Chapter 04**

### **Discussion**

This chapter includes discussion of the research study and the conclusions drawn from the findings presented in Finding Chapter. Specifically it provides a detailed explanation of the research questions, discussion of the themes, implications for practice and recommendations for future research.

The experiences of Pakistani Army cadets are scarcely acknowledged within the literature, despite their significant contributions in future to the field of defense and society in general.

### **Research Question**

Q1: How do the various aspects of military culture impact the psychological wellbeing of army cadets and what are the lived experiences of homesickness among cadets as revealed through interpretative phenomenological analysis?

Previous chapter outlined the study's findings highlighting the three major themes that emerged from the interpretative phenomenological data analysis process Military culture, homesickness and psychological wellbeing. The subordinate themes under the main theme military culture were indicating the various aspects of military culture that was highly impacting the psychological wellbeing of army cadets. The subordinate themes under main theme homesickness were indicators of detailed lived experiences of homesickness among army cadets.

Q2: How does military culture influence the psychological well-being of army cadets and what are their lived experiences of homesickness within this context?

Findings have highlighting the three major themes that emerged from the data analysis process Military culture, homesickness and psychological wellbeing. Excerpts from

the participants' semi-structured interviews were added to illustrate the themes' relevance and consistency with research question. Here each theme is discussed in further detail in order to get their detailed meaning as it relates to Army Cadet lived experiences.

**Military Culture** is the first major theme developed from excerpts of participants under which several Sub ordinate themes were originated.

Military culture is defined as a complex system of shared values, traditions, beliefs, behaviors and symbols within the armed forces that shape the identity and conduct of its members (B Janowitz, 2012). Understanding military culture is important as it influences various aspects of military life including decision-making processes, leadership styles and organizational dynamics.

Obedience is the sub-ordinate theme emerged under major theme Military culture from excerpts of participants. One key aspect of military culture is the focus on discipline and obedience to authority (B Janowitz, 2012). According to the participants person should obey the one who's punctual, follow religion, must be on perfect path, having good lifestyle, having good future, must be ideal, disciplined, believe on ones of Allah Almighty and having a strong personality while in cadet colleges obedience to seniority is the essential component of military culture as they hold authority and many a times they change their behavior with juniors due to this authority. This finding is in line with previous study indicating that members are expected to follow orders from higher-rank ones reflecting the importance placed on discipline and a clear line of authority (J Zhang, 2018).

Hierarchy is the second subordinate theme under major theme Military culture. In military culture obedience to seniors is a fundamental principle that underscores the hierarchical structure and chain of command within the armed forces (M Pakozdi, 2022). Hierarchy among Army cadets are the ranking order starting from chief prefect, Assistant chief prefect, Deputy House prefect, Assistant Deputy House prefect, sports prefect and

class Procter's. These ranked cadets have authority to give orders and also have sense of responsibility according to participant's excerpts. This finding is in line with previous study indicating that the hierarchical structure ensures a clear chain of command, describing the levels of authority and responsibility (G Fajardo, 2020).

Military Routine is the third subordinate theme under major theme Military culture. In military culture the maintenance of timetable is crucial for the establishment and enforcement of military routines. According to participant everything is on time and routine is quite busy. There is proper sports timing, academic timing, cafe timing, prep timing, time to sleep time to awake , time to pray, a proper time to read Quran and proper time to have classes and that made them felt tired and they felt that they are bounded. -It's feeling like a jail. Same routine on all days make it boring. It's very difficult we often feel anxious and low. There must be a relax period as we need breaks. Routine must be managed in this way according to participants' excerpts. This finding is in line with previous study indicating that students are submitted to a boarding school routine in which all the academic activities are controlled and regulated by internal rules, including class, meals, physical and military activities times (Avila & Tessutti 2013)

Specific term is the fourth subordinate theme under major theme Military culture. According to participants the specific terms used in military culture are domes, dome-fellow, instructor, mess, seniors, fellow cadets, annexes and residence. These terms are essential part of language spoken in military institutes and help to develop a sense of group identity and cohesion among army cadets. This finding is in line with previous study indicating that Specific terms used in military routine play a significant role in strengthening military culture by fostering a shared identity, communication efficiency and reinforcing discipline. These terms serve as linguistic markers that contribute to the unique character and cohesion of the military community (CK Ender, 2010).



Sense of uniqueness is the fifth subordinate theme under major theme Military culture. Specific terms used in military routine contribute significantly to the development of a sense of uniqueness in military culture by establishing a distinctive language that reinforces the identity, traditions and values of the armed forces (J Berland, 2010). According to participants their khaki uniform is making them unique from the rest of people as through this uniform they are representing a specific Military institute. This finding is in line with previous study indicating that a sense of belongingness to the military institute makes them unique. Military culture places a high value on sense of belonging (Adler, 2019).

Feeling honor is the sixth subordinate theme under major theme Military culture. According to participants they felt proud to be cadets. They are representing a specific Army institute so they feel honor because they are part of that institute as they are studying there. Their families and friends felt proud of them and they are sharing with the people around them that their friend or their child is a cadet. This finding is in line with previous study indicating that the rigorous demands of cadet life, including adherence to a code of conduct, the development of leadership skills, and a commitment to the collective mission and contribute to the cultivation of a strong sense of honor among individuals in military academies and their families (Anderson, 2018).

Collective identity is the seventh subordinate theme under major theme Military culture. Social identity theory postulates that an individual's identification with a group such as the military can be instrumental in providing sense of belongingness that is important for social integration and support during times of difficulty (Tajfel & Turner, 2017). According to participants their uniform helps to develop a sense of collective identity among them and also the night suits as of similar color and pattern so it just hide person identity or self and instead represent as a collective self. The concept of ourselves instead of myself indicates

the group identity or collective identity instead of an individual identity. This finding is in line with previous study indicating that military culture represents the value structure that guides conduct in the military and promotes expressions of collective identity (Brim, 2013).

Training is the eighth subordinate theme under major theme Military culture. According to participants trainings include PT training and there are drill competitions that are a significant part of military culture and that represent military culture. These trainings have significantly positive impact on their efficiency and health. This finding is in line with previous study indicating that the higher level of physical fitness a military person has, the more he is efficient in his professional activity and professionally important psychological characteristics stay stable in him as comparison to military person who have low level of physical fitness (Williams, 2015).

Activities initiated by institute are the ninth subordinate theme under major theme Military culture. According to participants institute arrange a lot of activities such as quiz competitions, debate competitions, games and other co-curricular activities that help them to develop confidence, gain more knowledge and learning new skills. This finding is in line with previous study indicating that all these activities aim to shape the ‘military soul’ of the social actor who wishes to be part of the military institution. They learn the rituals of formal training (marching, salutes); carry out basic trainings and part of competitions in military institutions (Springer, 2018).

Role of institute in developing and acquiring is the tenth subordinate theme under major theme Military culture. According to participants military institutes help them to get new experiences and they learned new things. This military institute teaches them how to be independent, how to be mature, how to be disciplined and how to maintain their self. These institutes help them to become self-independent and also address their issues and guide them in right path. These institutions help them to build confidence and they are now self-

confident. This institution gave them opportunities to participate and learn. Time management is also a skill they learned in these institutions and the most productive thing about these institutions is that they help to build and promote a positive sense of self. This finding is in line with previous study indicating that military institutions serve as a trial for instilling discipline, leadership and a strong sense of duty. The rigorous training regimens and structured environments help cultivate resilience and adaptability that are qualities essential for navigating challenging situations in military context (Springer, 2018).

Role of senior is the eleventh subordinate theme under major theme Military culture. According to participants seniors are helping they guide us to the good path. They tell us how to do, how to manage, how to remain there and how to feel happy in cadet colleges. In the first year cadets feel nervous so it's their senior (chief) who guided them and help the cadets to learn new lessons and cadets have great bond with their seniors. This finding is in line with previous study indicating that seniors in military institutions play a crucial role in guiding and mentoring cadets, contributing to their professional and personal development. Studies have focused on the significance of mentorship in the military context (Johnson, 2021).

Level of satisfaction about institute is the twelfth subordinate theme under major theme Military culture. According to participants they really love that place and want to recommend this place to others. -If they wanted to learn new experiences then I will recommend but if they only want to come for study then I don't stay with your parents and studied there|| from participant excerpt. This finding is in line with previous study indicating that the quality of the educational services offered in the military higher education system generates the satisfaction and the level of earned knowledge was being appreciated. The knowledge of the satisfaction level allows the military education institutions to identify the strengths and weaknesses of the educational activities, as well as those of the other activities

(LF Stoenica, 2017)

Challenges are the thirteenth subordinate theme under major theme Military culture. Learning to obey is an essential element in the familiarization of cadets with the unique nature of the military's system of authority. This learning process is generally a difficult one for cadets. Major societal trends suggest that this learning of authority may pose an additional challenge for future generations of officer-cadets (John & Mary, 2021). According to participants they are late to find medical facilities -there is no someone who can stay with them for 24 hours although medical staff is there but they are not for 24 hours. There should be someone with us for 24 hours and check on us and look after us. As a new comer they face the challenges that they are lonely and being introvert play important role in this regard. This finding is in line with previous study indicating that stressors or challenges faced by cadets included time management pressures, sleep deprivation, feeling alone, performance evaluations, not immediate providence of health service and inexperience in the leadership role (D Parenteau, 2021).

**Homesickness** is the second major theme developed from excerpts of participants under which 2 Sub ordinate themes were originated. Homesickness is an emotion experienced "after leaving house and home" that is "characterized by negative emotions, ruminative cognitions about home, and somatic symptoms" (V Tilburg, 2005).

It is a negative emotional state primarily due to separation from home and attachment persons, characterized by longing for and preoccupation with home, and often with difficulties adjusting to the new place (Stroebe, 2016).

Separation or away from home is the first subordinate theme under major theme Homesickness. Trainees seems to adapt to military life but were unable to cope with the possibility of deployment. Anticipated stress is increased due to complete separation from one's home culture also play role in this regard (EJ Banning, 2010). According to

participants they felt alone in institute and eagerly waiting for long weekend that comes after a month. According to them first month especially first week is difficult and they are missing their parents' home. They felt very low and very down. They want to share things with their family want to say something to them, want to cry but can't do that. They can't hear them and can't express their feelings. They are feeling bounded and want to hug their closed ones. They are not providing with the free hand. They miss the time spend with their family and childhood friends They are most often sitting alone missing their friends and family and according to them this feeling is very sad, very upset and bad too. This finding is in line with previous study indicating that most modern theories of homesickness stated that homesickness is about inherently transactional, integrating characteristics of the person, the environment and the circumstances surrounding the separation. Attachment to people and places are two facets of homesickness. Most contemporary research emphasizes that in feeling homesickness there is role of interpersonal attachments sense of belonging, friendship and social support.

Sleep routine is the second subordinate theme under major theme Homesickness. A disease affecting young people far from their homes, Hofer described symptoms including continued sadness, meditation only of the Fatherland, disturbed sleep, decrease of strength, hunger, thirst, frequent sighs, mind-attending to nothing and an idea of the Fatherland (GE Matt, 2007). According to participants sleep routine is moderate and at start they felt trouble to slept at night and get up early in morning although waking early in morning is a good routine. After coming in institute their sleep routine is changed and shortened. According to them sleep here is different from sleep at home. Here is specific routine and cant wake up early. It's very tiring and we often felt sleepy during our prep timing. It's very tough. Several studies have pointed out that a significant number of students report poor sleep quality and quantity after enrollment, and generally have difficulties in falling asleep and in

maintaining sleep due to tough routine (Eily McKnight, 2011).

**Psychological wellbeing** is the third major theme developed from excerpts of participants under which 6 Sub ordinate themes were originated. Psychological well-being is extremely important for the success in profession and enhancing mental, physical health of military personnel (S Chen, 2018).

Promote wellbeing is the first subordinate theme under major theme Psychological wellbeing. As military training is stressful so for the prevention of extreme stress response and possible pathology as well as promoting healthy lifestyle has been focus of military training institutes including military colleges (M Gibson, 2006). According to participants general awareness classes help them to develop positive changes in their life and to stay away from negative things. Although the access to social media is restricted in military culture but they also contribute in developing positive wellbeing. According to them physical activities and physical supports such as hockey and basketball leads them towards positive wellbeing. This finding is in line with previous study indicating that personal development is the level of satisfaction achieved through continued education, opportunities for personal growth and purposeful activities in cadet's life (SV Bowles, 2014). Self-management tools such as books and Internet can promote positive behavioral changes and wellbeing (M Berman, 2017).

Social support is the second subordinate theme under major theme Psychological wellbeing. Social support was identified to be directly associated with improved well-being (GH Cohen, 2013). According to participant dome fellows are very supportive. Their principle supports them when they feel that they can't remain here or can't stay in that institute so they help them to realize that the institute is very good. Wardens and fellows also help them in their difficult times. Seniors also play important role in helping out. Family and friends are the immediate source of support. This finding is in line with previous studies

indicating that Social support represents a social network that provides psychological and material resources meant to help the individual manage stressful situations (GH Cohen, 2013). The military-as-turning point hypothesis conceptualizes that military service is an affording opportunities for growth and development whereas the life-course-disruption hypothesis views military service as strengthening the relationships and social connectivity (Segal & Lane, 2016).

Relation with other is the third subordinate theme under major theme Psychological wellbeing. According to participants their relation with other fellows is very great and all of them are settled with each other. These relations are helpful to them especially they have good relation with their dome fellows. According to them people there are cooperative but some are selfish and non-cooperative too. People are frank and connected to each other. They become friends and feel good in company of each other but some of cadets especially new comers face problem in developing relations. This finding is in line with previous study indicating that the essence of relational character within the military is highlighting an appreciation for mutual trust, friendship and individual differences between members of the Armed Forces. Along with that there is also focus on developing trust and respect (McCormick & Albright, 2019).

Bullying is the fourth subordinate theme under major theme Psychological wellbeing. Bullying is the systematic abuse of physical, emotional or social School bullying and psychological wellbeing (K Rigby, 2008). According to participants their fellow mates made jokes about them so that made them felt weak and ugly. This finding is in line with previous study indicating that In cases of bully among adolescent's victim and perpetrator groups reported significantly fewer positive psychological orientations, diminished subjective wellbeing and greater emotional and behavioral problems compared with their non-involved peers. Outcomes revealed that there is positive relation between psychological

orientations bullying and mental health problems as well as wellbeing (G Arslan, 2021).

Realize his/her potential is the fifth subordinate theme under major theme Psychological wellbeing. According to participants military institute help them to realize their talents and strengths. According to one of participant -I realize that I am hardworking and courageous enough to achieve what I want to achieve. Other participants also realize their strengths such as patience, disciplined, patience, maturity, can endure things and can do anything. This finding is in line with previous study indicating that psychological well-being is a state of wellbeing in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community (P Silvana, 2015).

Realize his/her weakness is another subordinate theme under major theme Psychological wellbeing. According to participants they also identify their weakness such as can't control on their anger, friends and family that helps them to turn their weakness into strengths and to develop a positive psychological well-being. This finding is in line with previous study indicating that leads are always aware of their weaknesses and strengths. They frequently admire their strengths and worked on their weakness that have a crucial role in influencing others' psychological well-being (Bannay & Hadi, 2021).

### ***Unexpected Findings***

The focus of this study was to unveil the true experiences of Army cadets experiencing homesickness along with impact of military culture on psychological wellbeing. While the thematic finding of Bullying was derived through the analysis of the data, it was surprising to find that along with military culture and experiences of homesickness there is another factor that is impacting psychological wellbeing. According to participants bullying from superiors or class mates also impacts them severely.



### ***Conclusion***

Among Army cadets sense of uniqueness, specific terminologies used in cadet colleges, harsh physical trainings, all members having a collective identity –cadets, hierarchy in rank system, tough military routine, obedience to your superiors, challenges they faced as a new comer, role of military institutes in shaping them and their feeling of honor being as a cadet that are components of military culture along with separation from home and their changed sleep routine that are indicators of homesickness is impacting their psychological wellbeing.

Challenges they faced as a new comer is impacting their relationships with other. They felt quite difficult to build relations as some of their seniors they found non-cooperative and changed after they got their ranks and became selfish. However some seniors and staff of the institute such as their principle and wardens along with dome fellows also guided them to get settled there. The findings indicate that the fellows sharing each dome were more helpful in guiding, helping and building strong relationships.

Trainings and role of military institutes in shaping them helps to develop sense of uniqueness among them that is highly contributing in making them realize their potentials, their strengths and weaknesses. Tough military routine is impacting their sleep schedule. As they often feel sleepy in their preps so that is highly impacting their overall functioning.

Being away from home and lack of having childhood friends and immediate relations is impacting them negatively and act as hindrance in their productivity. Participants in majority mentioned their immediate relations such as father, brother, family, childhood friends as their support system.

Bullying is impacting them According to the participant feel annoying when jokes were made. Superiors and those class mates who think of themselves as better in order to humiliate the others made jokes that tis highly impacting their psychological wellbeing. As

this theme was not generated as major one as reported by one participant among the sample but its relation with psychological wellbeing is significant.

Role of military institutes in shaping them and military schedules is impacting Army cadet's positive wellbeing. According to participants general awareness classes help them to develop positive changes and helped them to stay away from negative things. Physical activities and sports such as hockey and basketball help them to develop positive wellbeing.

## Limitations and Suggestion

- The present study was conducted only on army cadets. Further research can be carried out on the air force and navy cadets.
- As the current study was conducted on army cadets further research can be carried out on nonmilitary or governmental institute hostilities with same constructs.
- Data was collected from a small sample size to get more generalizable results larger sample could be used in future studies.
- Current study was cross-sectional so longitudinal studies can be conducted.
- The time frame of one year as a cadet was selected for further research time frame can be changed.
- The sample was recruited from intermediate programs so for further research sample with different educational programs can be used.
- The study was conducted in Pakistani context could be conducted in different context in future.
- Further limitation was the restrictive nature of a single interview for each participant. It may have been of interest to examine the experiences of the participants throughout various stages of their cadet journey. However time restrictions of the thesis writing-up period, as well my own availability meant that this was not an option. So in future studies can be conducted with multiple interviews per participant to provide the opportunity to build a greater rapport and gather more in-depth data.
- This study finding indicates that along with military culture and experiences of homesickness there is another factor that is impacting psychological wellbeing and that factor is bullying so future research could be done to explore this construct.

## **Implications**

- The results of this study help the military institutes to formulate possible interventions such as weekly meet-ups with family and providence of other kinds of mass communication sources such as writing emails back home.
- This research supports future research in exploring the same constructs with more participants and in different cultures that are yet not explored.
- The findings of this study help to develop different interventions in the future to enhance the psychological well-being of army cadets
- The theme of ‘\_separation from home’ was common across all the participants in this study so this can be study in relation with other constructs in future studies.
- Future studies can introduce interventions to cope with homesickness in military culture.
- It appears as there are a lot of personal qualities that cadets need to possess in order to have a positive mental wellbeing such as being optimistic, competence, emotional stability, engagement, meaning, positive emotion, positive relationships, resilience and self-esteem so future researches could be done on finding relation between them.

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## Appendix A:

### Inform Consent

#### An Interpretative Phenomenological Analysis of Impact of Military Culture on Psychological Wellbeing of Army Cadets and their Lived Experiences of Homesickness

**Please read the following statements carefully and if you are agreed then please sign the statement at the bottom of the form.**

I have read and understood the information for this study and have had the opportunity to ask questions. I understand that my participation in this research is voluntary and I am free to withdraw at any time during the interview. I agree to have my interview tape recorded. I understand that my interview will be used for this research and cannot be used for any other purpose. I understand that extracts from my interview may be used in publications or presentations about this study but that I will not be identifiable from these.

I agree to take part in the above research project.....

Name of participant

Date

Signature

.....

**Appendix B:  
Demographic sheet**

**Please complete the following:**

Name .....

Gender .....

City .....

Age.....

Time frame.....

Education (You have completed)

.....

Education (currently enrolled)

.....

## Appendix C:

### Transcription of Interviews

#### Interview Transcript 01

Interviewer: Assalam-o alikum

Interviewee: Wa-alikum Salam

Interviewer: How is your day?

Interviewee: Quite busy.

Interviewer: well, let's start the interview what do you think about your seniors?

Interviewee: First week was not great then I understand their responsibilities now they are very I think they are very great people specially our chief prefect and house deputy house prefect.

Interviewer: well, think of a situation where you feel bounded to do something?

Interviewee: we do not eat in our domes. This is kind of boundness for us.

Interviewer: Ok what do you feel about recommending your cadet college to others?

Interviewee: It cost then low then others and it have many physical activities that's why. My college is very great for physical sports and activities. It boasts our talent

Interviewer: Ok tell me about what specific terms/words used in your cadet setting?

Interviewee: Mess

Interviewer: Ok think about specific uniform in your cadet setting?

Interviewee: My uniform is very great it is according to the PMA.

Interviewer: Ok how do you feel about yourself being as a cadet?

Interviewee: I feel very proud. My friends studied in Karachi I belong to Karachi. They also feel proud that their friend is in Cadet College.

Interviewer: Ok Can you describe your feelings about being away from home?

Interviewee: I don't feel so much but when my first call were done then I feel

something, my brother was weeping.

Interviewer: ahm got that ok tell us about your support system in cadet setting?

Interviewee: College is very great it supports us in our talent. It support us in our physical activities I don't when I came here I don't know the rules of hockey and basketball etc. but college teach us. It also support us in our studies

Interviewer: Ok what kind of changes have you observed in your sleep routine?

Interviewee: I was I belong to the great city Karachi. There people awake in 12o clock therefore I feel trouble in the first week but now I am settled. This is very good routine. It allows us to wake early and offer prayer and also PT held in morning.

Interviewer: At what part of day, you feel more anxious or annoying?

Interviewee: When friend made jokes.

Interviewer: Have you ever felt low?

Interviewee: No

Interviewer: Ok tell me something about yourself first then about your weakness and strengths?

Interviewee: My name is xyz. I belong to Karachi. My father is retired from Navy. My strength I love physical activities. I am also good in science subjects but I am week in Arts subjects. I also I am also an aggressive person this is also my weakness.

Interviewer: Ok what do you think about ideal self?

Interviewee: My ideal is Dr. Abdul Qadeer khan.

Interviewer: well, how is your relation with others is growing in cadet setting?

Interviewee: The first week was boring now everyone is settled with me.

Interviewer: Ok I would like to find out how your institute address the concept of self?

Interviewee: There are many quiz competitions, sports competitions, we play many

sports. It also help in our studies. It gives us time to study. We have two preps of one or two hours to study. We have PT instructors we have drill instructors etc.

Interviewer: Have you ever faced challenges with seeking help?

Interviewee: No such challenges.

Interviewer: Fine Thank you so much

### **Interview Transcript 02**

Interviewer: Assalam-o aliakum!

Interviewee: Wa-alikum Salam

Interviewer: How is your day?

Interviewee: It was quite busy as on Tuesday we have a math's term exam so it was busy.

Interviewer: Ok, fine so let's start the interview. The first question is what do you think about your seniors?

Interviewee: Seniors, yes. Personally I think our seniors are good. And they are always helpful, even though we are in a struggle or a critical situation, they always help us. Yes, they are good. I have seen them.

Interviewer: Ok think of a situation where you feel bounded to do something?

Interviewee: As I spent my 14 years in home and there was no boundness whereas I was free to go. But here first month first three to four weeks I felt bounded but I made my mind up with this routine.

Interviewer: Ok what do you feel about recommending your cadet college to someone else?

Interviewee: It's quite better than other cadet colleges but it's not that good that I thought in my mind, but it is good.

Interviewer: Okay, okay. Tell me about specific terms or words used in your cadet

setting?

Interviewee: Hard work, must be, there must be hard work as we are away from our parents and they have our home. Patience must be in the human and in our world.

Interviewer: Ok think about specific uniform in your cadet setting?

Interviewee: My opinion is khaki uniform. It must be khaki, according to the army. Khaki to represent that it is an army institute. As we go outside, someone asks, when we go outside, people will come, they ask what is your college is, and what is, is it army or not. But also we will go with khaki uniform they will come to know it is from an army institute.

Interviewer: Ok how do you feel about yourself being as a cadet?

Interviewee: As a cadet these are my first three months in first year. I am a cadet. I don't care enough about what happens there, how to enroll with the colleges. Only that I have to do hard work for these two years, so that I can get good results.

Interviewer: Ok Can you describe your feelings about being away from home?

Interviewee: It has been 2-3 weeks. I remember at night when I was alone, I remember my parents and feel embarrassed. But with the time I adjust myself with the routine. It's quite good.

Interviewer: Okay. Tell us about your support system in cadet setting?

Interviewee: It is quite good and my fellow cadets are very nice and helpful. They always help me in difficult situations. It is quite helpful.

Interviewer: So what kind of changes you observe in your sleep routine?

Interviewee: Sleep routine, it is quite good time as from 8.30 the second prep is over and after doing mess almost at 9:10, 9:20 we get to the hostel and after prayer it is almost 10 o'clock, from 10 o'clock onwards 5:10, 5:20. It's a not good and not bad moderate sleeping day.



Interviewer: At what part of day, you feel more anxious or annoying?

Interviewee: Anxious no

Interviewer: Ok have you ever felt low?

Interviewee: Yes, I did too for my first days of cadet colleges I don't know how the seniors are, how my fellow cadets are. But when I came to know, they are very good and helpful. So it never happened. So I never felt. Okay.

Interviewer: Ok tell me something about yourself first then about your weakness and strengths?

Interviewee: My name is xyz. I have done my matric. I got 88% in marks matric and I am in first year I take admission back in Cadet College, jajja. Okay, strength and weakness? Strength, patience, hard work, courage to know about everything new, what is being here general knowledge, awareness, social media.

Interviewer: Ok what do you think about ideal self?

Interviewee: Personally ideal must be a very perfect person just like Hazrat Muhammad Sallallahu Alaihi Wasallam. Like he was, every good quality was in positive change, positive things, not even negative things. Everyone must be like that so that we can make a setup with other persons. Some are here which have negative feelings too, but being stay away from them is a good thing.

Interviewer: well, how is your relation with others is growing in cadet setting?

Interviewee: It is quite good. My Iqbal house, my fellow Dome Dome fellows, they are very good. Always help me in struggle

Interviewer: Ok I would like to find out how your institute addresses the concept of self?

Interviewee: As long as there are general awareness classes and shows us what is our self-respect, what is self-respect, you are now a cadet, you are senior. As we are in

first year, next year we will be senior cadets. We are very... Doing work on that we must know what to know about ourselves.

Interviewer: Have you ever faced challenges with seeking help?

Interviewee: Seeking help... No No.

Interviewer: Thank you so much.

Interviewee: Thank you

### **Interview Transcript 03**

Interviewer: Assalam-o aliakum!

Interviewee: Assalam-o aliakum!

Interviewer: How is your day?

Interviewee: well.

Interviewer: Ok, fine so let's start the interview. The first question is what do you think about your seniors?

Interviewee: Well, some seniors are very cooperative and they are my friends also but a few of them are very selfish also and non-cooperative.

Interviewer: Ok think of a situation where you feel bounded to do something?

Interviewee: I can't really think about such situation when I feel bounded but No, I never know.

Interviewer: Ok what do you feel about recommending your cadet college to someone else?

Interviewee: Well, it's a very good college and I will tell them that when new students came here, they experience very new things, they become here, they experience very new things, they become mature and they gain the ability to contact with different kind of people because different people come here from different places, different provinces, so they gain the ability to interact with them.

Interviewer: okay fine. Tell me about specific terms or words used in your cadet setting?

Interviewee: Well, specific terms, they're GCJ and CCJ is user and specific things to user, like annexes, residential that.

Interviewer: Ok think about specific uniform in your cadet setting?

Interviewee: Well, we are having three uniforms and during the academic timing we wear white, full white. And during the sports timing we are having two houses, Fatima and Aisha So Fatima house have white and blue and Aisha house green and yellow. And at the night time we wear night suit, which is a little gray color.

Interviewer: Ok how do you feel about yourself being as a cadet?

Interviewee: I feel very good, very proud because I have experienced something different here.

Interviewer: Ok Can you describe your feelings about being away from home?

Interviewee: That's something difficult because it's a different feeling being away from home. And first time, it's just the worst feeling being away from home. You miss your parents and all the facilities which are available at home but not here. So you feel like bounded to a place.

Interviewer: Okay. Tell us about your support system in cadet setting?

Interviewee: it's just intermediate because when any student is new here, the warden and the teachers and seniors also help them a lot. But when they become used to, they become a little lonely. But if they are an introvert, it's very difficult for them.

Interviewer: So what kind of changes you observe in your sleep routine?

Interviewee: Well, I have not noticed any much change in my sleep routine because I'm not used to sleep very much before coming here also

Interviewer: At what part of day, you feel more anxious or annoying?

Interviewee: I feel more anxious in the evening because I miss my home at that time

Interviewer: Ok have you ever felt low?

Interviewee: I cannot describe that but I have felt very down many times.

Interviewer: Ok tell me something about yourself first then about your weakness and strengths?

Interviewee: well, as you know my name is xyz and my quality I think my strength is my family. My brother and I can endure things. I'm very patient, I think. And I don't know my weakness myself very much. But I cannot control my anger.

Interviewer: Ok what do you think about ideal self?

Interviewee: Ideal self-Person who is having a perfect life and no have a perfect life but having a good future and good habits, good thoughts, positive thinking that's it.

Interviewer: well, how is your relation with others is growing in cadet setting?

Interviewee: Well, I don't interact with everyone but my friends. I'm having a very few friends, but that's very good interaction and they're very frank with each other. I don't interact with everyone.

Interviewer: Ok I would like to find out how your institute addresses the concept of self?

Interviewee: They teach us to be strong in every situation. And students here experience actually every situation. The routine is very different and the students help themselves by their own in doing everything. They become independent and mature.

Interviewer: Have you ever faced challenges with seeking help?

Interviewee: I don't think so.

Interviewer: Thank you so much.

Interviewee: Thank you

#### **Interview Transcript 04**

Interviewer: Assalam-o aliakum!

Interviewee: Assalam-o aliakum!

Interviewer: How are you?

Interviewee: I'm fine.

Interviewer: How is your day?

Interviewee: It's nice and it's going good.

Interviewer: So let's start the interview. The first question is what do you think about your seniors?

Interviewee: Seniors, basically whenever we listen this word seniors we remember all the time we have spent with them. They used to guide us the good path, they used to guide us how to learn the new lessons and how to read the books and they tell us not to claim them. And they used to entertain us in every way and they used to tell us about the new things happening around us and they make us feel happy all the time.

Interviewer: Ok fine so think of a situation where you feel bounded to do something?

Interviewee: Whenever I am sitting alone and after whenever one month passes that we are not having long weekend. So, I feel very bounded. I can't even go and hug my mother or I can't even tell the situation of myself to my sisters and I can't share my feelings whatever I am feeling here. So, I feel very bound here. I want to get some free hand.

Interviewer: Well fine what do you feel about recommending your cadet college to someone else?

Interviewee: I would recommend it both ways. It is a good place. If we are living here, we will get confidence. We will have confidence to talk to someone. We will get confidence to speak in public and our spoken will get well and we will have much self-independence here. So, I would recommend it in a positive way that other

students should also come here and live and just experience a new life and in a negative way I would say that the system of education here is not good. We are having prep system and we are not having free hand. There is a time table set. We have to follow that. Other than that, we can't do anything. So, I would say that it depends upon the students if they want to experience something new, so they should come here. Otherwise, they should spend the time with their family and their friends at home.

Interviewer: Tell me about specific terms or words used in your cadet setting?

Interviewee: The specific terms we use here are like GCJ, which represents our roll number and for the girls, but CCJ for the boys roll numbers and these are the few basic terms used here.

Interviewer: Ok think about specific uniform in your cadet setting?

Interviewee: I would like to say about my uniform that we used to wear white colored uniform all the time in the day and night. Just there is a sleeping dress which is in changed color and any army dress in parade, we feel very like we are going to be dead and this color is not, we should have some different colors to wear and our life should be colorful.

Interviewer: Oh well fine, how do you feel about yourself being as a cadet?

Interviewee: I felt very proud to be a cadet because as I am studying here from very start, so they have taught me in a very different way. I was not a self-independent and self-confident before coming here. Now, I am free to say anything and I have got a freedom of expression here.

Interviewer: oh well fine, Can you describe your feelings about being away from home?

Interviewee: These feelings, we feel that they are very bad. We really miss our

parents, the time spending with them and especially all the time spending with our friends, our home friends and our childhood friends. So, I remember all the time there and we used to feel very upset when we are away from them and we feel that no one is as much close as our parents are and we are not able to say something. So, this is very bad. We can't express it.

Interviewer: Okay fine tell us about your support system in cadet setting?

Interviewee: Here, I have got much support from my principal, Ma'am Humera and when I came here, my teacher she was very good. She has taught me about the hostel and how to stay here, how to manage my time, how to stay happy and how to live with and how to enjoy your time. So, she has helped me a lot.

Interviewer: So what kind of changes you observe in your sleep routine?

Interviewee: In sleep routine, it's a quite different question. At home, we used to sleep day and night. We are always sleeping but here we are getting only 5 to 6 hours for sleep and we are not getting proper rest so that our studies are also getting affected by it. So, our sleep routine is very bad.

Interviewer: At what part of day, you feel more anxious or annoying?

Interviewee: Especially in per day preps, I get very annoyed and also of this boring routine of this daily, we are having the similar routine on daily basis. So, I get very annoyed of that. I want to have a change in this routine system of everything.

Interviewer: Ok fine Have you ever felt low?

Interviewee: Yes, I have felt very down. Whenever I want to share something, whenever I am feeling bad, I want to say, I want to cry but I can't hear. Whenever we are sitting alone, someone came and they asked, why are you sitting here and why are you so sad? We can't express our feelings. So, I felt very down. I want to stay with my friends and my family.

Interviewer: Ok fine tell me something about yourself first then about your weakness and strengths?

Interviewee: Myself, I would say that I am, I would, iam not saying, I will talk about myself that I am very proud of myself. I can do anything if I want, then I can do anything. And my strength is my family and my weakness is my friends.

Interviewer: Ok what do you think about ideal self?

Interviewee: An ideal self, we should make someone ideal who is having a good lifestyle, who is having a good future, a good, who is having a, who has chosen a good profession and who is guiding others, especially he is an obedient and punctual in his life and who is following the, our religion and he is going on the perfect path. So, that personality should be our ideal.

Interviewer: ok well, how is your relation with others is growing in cadet setting?

Interviewee: In Cadet, my relation in, with other students in Cadet College is quite good and when I came here, there were, I was facing much problem because I was not having friends, but now as the time is passing, I have made many friends and they guide me in every kind of way and they made me feel happy all the time. So, I have, they, we always cooperate with each other.

Interviewer: Ok I would like to find out how your institute addresses the concept of self?

Interviewee: Address the concept of self. They used to guide us in every way. They used to, they make us self-confident and they prefer us to speak in front of someone and they give us opportunities and due to these opportunities in participating in debates or other quiz competitions and other games and co-curricular activities. Through co-curricular activities they have made us self-independent.

Interviewer: Have you ever faced challenges with seeking help?



Interviewee: Especially, when I am ill, I want good medical treatment. Sometime we get it, but sometime we are late to find it. We need someone who stays with us all the time. The doctor is here who just check us and give us the medicines, but we are not having someone who stays with us all the time and look after us. This is the challenges which I am facing here in this college.

Interviewee: Thank you so much.

Interviewee: You are welcome.

### **Interview Transcript 05**

Interviewer: Assalam-o aliakum!

Interviewee: Assalam-o aliakum!

Interviewer: How is your day?

Interviewee: Fine.

Interviewer: Ok, fine so let's start the interview. The first question is what do you think about your seniors?

Interviewee: I have a great bond with my seniors. When I came first year, I feel like I was very nervous. I don't know what to do. Then hajra khursheed api was there She was chief and she told me how to do how to manage time, how to remain here. She told me everything about here. I was very firstly nervous.

Interviewer: Ok think of a situation where you feel bounded to do something?

Interviewee: Every situation is we feel very bounded. We can't do anything.

Everything is on time. And I went cafe time teacher said that don't run on this track.

We are bound. We are only allowed to play in one ground. And this situation is not good.

Interviewer: Ok what do you feel about recommending your cadet college to someone else?

Interviewee: It is a good college and I recommend everyone to come here that we learn how to maintain time, discipline, everything. It's good.

Interviewer: okay. Tell me about specific terms or words used in your cadet setting?

Interviewee: No.

Interviewer: Ok think about specific uniform in your cadet setting?

Interviewee: White color. I don't like this color now. First it was my favorite color but all the time wearing white I don't like this. There should be casual dresses I think for some time Prep time for this.

Interviewer: Ok how do you feel about yourself being as a cadet?

Interviewee: I feel very proud whenever I go I went home then my parents said that she studied in cadet. They felt very proud then. For them, I also feel proud. Then I learned cadet and I have discipline. I know what to do. I learned how to maintain myself, my personality. I love this place.

Interviewer: Ok Can you describe your feelings about being away from home?

Interviewee: I can't describe my feeling. It is a very difficult question. Whenever sometime I remember my parents very much and I can't talk with them except Saturday. This is very bad for me. I sometimes cry also that on my birthdays they can't wish me. It is a day when I came here and also I entry test at 13 July.....

Interviewer: Okay. Tell us about your support system in cadet setting?

Interviewee: Support system. Our principal supports us when I came here, our principal was Maam Bushra Behzad. She supported us very much. Firstly, I said I can't come here in first week. I said I can't remain here anymore. I want to go home. She said that try to stay here and for one week more and then you will realize that this place is very good. And our wardens also support us. And my fellows, they also support us. You should remain here. You will learn new things here.

Interviewer: So what kind of changes you observe in your sleep routine?

Interviewee: In home. We sleep every time for 10 hours, 15 hours. But there is specific routine. We sleep 10:00 night at night and sometimes 11:00 and we wake up early in the morning about 05:00 and offer our prayer and then change our dress again. And we felt very tired in school and we can't focus on our studies properly and we feel sleepy every time during class lecture also.

Interviewer: At what part of day, you feel more anxious or annoying?

Interviewee: More anxious and annoying. During prep time it is very difficult for me to study all the time. I need some break. And here our principal said study study, study only, study and there should be a relaxed period also so that we can study properly and manage our routine more.

Interviewer: Ok have you ever felt low?

Interviewee: Yes, I am tired of boring routine and sometime I felt very low that I can't do this anymore. I thought that I was in jail. Like in a jail I can't do anything and then I get up and also do what our warden said.

Interviewer: So tell me something about yourself first then about your weakness and strengths?

Interviewee: I have a lack of confidence first, but when I came here I can talk with anyone. And my strength is my father. He is my strength and weakness also.

Interviewer: Ok what do you think about ideal self?

Interviewee: I think ideal. I have an ideal personality also. We should have those people ideal who have a good future and who have a discipline, who was on correct path and who believe in oneness of Allah Almighty and oneness of Allah Almighty and Holy Quran. I think they should be our ideal person.

Interviewer: well, how is your relation with others is growing in cadet setting?

Interviewee: I have a quite good relation with others. I don't talk much with juniors. I have only good relation with my roommates and class fellows.

Interviewer: Ok I would like to find out how your institute addresses the concept of self?

Interviewee: I think this institute focus on time management and I also remember that when I came here I can't wake up early in the morning. It was very tough for me. But when I spend one week and then I will wake up early in the morning by myself, it is a good thing.

Interviewer: Have you ever faced challenges with seeking help?

Interviewee: I can't share my secrets with anyone. When I feel difficulty in my study I thought that I remember that I should take help with them. But I also felt very sad that I can't lecture I can't take my lecture properly. It is my fault and I feel very dead full seeking help with anyone.

Interviewee: Thank you so much.

Interviewee: Thank you

## **Appendix D**

### **Interview Guideline**

#### **Military Culture**

1. What do you think about your seniors?
2. Think of a situation where you feel bounded to do something?
3. What do you feel about recommending your cadet college to others?
4. Tell me about specific terms/words used in your cadet setting?
5. Think about —specific uniform in your cadet setting?
6. How do you feel about yourself being as a cadet?

#### **Homesickness**

7. Can you describe your feelings about being away from home?
8. Tell us about your support system in cadet setting?
9. What kind of changes have you observed in your sleep routine?
10. At what part of day you feel more anxious or annoying?
11. Have you ever felt low?

#### **Psychological wellbeing**

12. Tell me something about yourself, your strength and weakness?
13. What do you think about ideal self?
14. How your relation with others is growing in cadet setting?
15. I would like to find out how your institute address concept of -self?
16. Discuss some challenges you have ever faced with seeking help?

## Appendix E

### Pilot Study Transcript

Interviewer: Assalam-o-aliakum!

Interviewee: Waliakum Slam

Interviewer: How are you?

Interviewee: I am fine.

Interviewer: Ahhh so let's start the interview. What do you think about your seniors?

Interviewee: Well I think they are pretty helpful. Ahmm.. although at the start their image was quite fearful because when we came and they did us a raging so ahhh but later on they just come to us and they comfort and they are usually living with us in our rooms and we have quite exposure but of course in cadet there are certain kind of boundaries in which you have to stay like you can't have too much relationship with your seniors and these kind of stuff. They are helping and of course they guide you but another thing is that like they are detective also they noticed each and every thing over there and they report you each and every student on the daily basis and of course there is a rank system also in here that you know in there are house assistants and other like ranks hai. Ahh you can say that like house assistants, chief and these kind of course there are a lot of responsibilities and somehow they are social strictness.

Interviewer: ok so think of a solution where you feel bounded to do something?

Interviewee: Ahh like we are bounded. Hmm yes of course like in case of like time management we can say that you are bounded to like at 7:15 you must be in your attendance hall and at thirty you must be in mess and then you have to go like you know it's time and fixed hmm you know timetable and you have to follow them and you I think situation which we can't say something is like you have to say yes to each and everything whatever they order and you can't say no. you can't gave them personal reasons you just have to follow

these all

Interviewer: ok so what do you feel about recommending your cadet college to others?

Interviewee: yes sure. I am recommending my college to my other friends my family mates. The reason why I do so is that the environment is quite effective. It shapes you and your personality in a unique way. You learn a lot of things such as how to be obedient, how to be a good citizen of Pakistan and how you should be loyal to your flag and country. This institute also shaped a lot of future military leaders too.

Interviewer: ok so tell me about specific terms/words used in your cadet setting?

Interviewee: Ahh there are a lot of new words for me when I came here. I do get the concept of days-collars ahh but they are but a little on it a lot of military words you can use here is like you know you can't be addressed by your name you have a special code word like my JCG is 751 so you are actually enrolled by that particular number and you have a particular identity over there as like you didn't call by your name and these kind of stuff but there is a particular name for it and of course they addressed you by just saying cadets and you don't have your personal identity.

Interviewer: ok so think about —specific uniform in your cadet setting?

Interviewee: Interviewee: I think specific uniform in which you know all are wearing the same it makes you a similar I think ahmahm in a way and as compared to the outside world it is unique because when you like when we go home or when we have exposure with other people of course they treat us like a very pride moment for us because you know it's in a uniform that has unique identity if you come outside the world but if we are inside the institute in cadet college so this is like that we are all similar and it gives ahhh similarity somehow and..... Also, I think bound us to wear that uniform similarity actually.

Interviewer: well, how do you feel about yourself being as a cadet?

Interviewee: I feel pride to be a cadet specially and then being myself as a cadet I think I

have learned a lot of things over here when I came in this institute and you have to change yourself with particular trainings you have and with like spots and different activities I was not a person who is to be on time but now of course I have learn a lot of things in which how to manage the things, how to do my personal things and more stuff like that. When I was back in my school now, I am in second year I was not used to be like that. I think you know like you start managing things and a lot of like you learned how to socialize with others and how you lived under stress specially so yes.

Interviewer: ahh ok as you are away from home so can you describe your feelings about being away from home?

Interviewee: yes of course there are a lot of moment when we need our particular ones with us like if I did not go well a day its mood is off or the day didn't went well we are also human sometimes we feel bad and depressed and if in the mess food is not of my choice so I miss home a lot of course you need a support in the forms of friends too and family too. I miss them on events specially a lot of events like we have to stay over here that we could stay with our family. Of course, I miss home in little little things. Although it's not as much as when I came in cadet but yes to some extent, I also miss the home

Interviewer: fine tell me about your support system in cadet settings?

Interviewee: support system is like their first support system is that I like to say is friends specially your class mates because we all are going through the same situation so we can understand each other well and so that we can share the things and we support each other for that. The second thing is seniors play also important role in this like in guidance and they share their experiences with you so how they went and the teachers over there also you know there are 24 hours with you they have their annexes here so they stay over here like us and they go on weekends at home so they are available until nine or ten pm so you can go ask them and tell them and our head, she is also very cooperative. She usually come to you



in your classes and ask about your things and of course they were like monitoring you for the 24 hours so they know which person needs most help and this kind of stuff so yes.

Interviewer: ok so what kind of changes have you observed in your sleep routine?

Interviewee: ahmm sleep routine yes when came in this college it was quite a lot of disturbance now usually sometime it happens when we came from the of by like in weekends we go home and then we came back is difficult you know to stay here and adjust here for two three four nights its unable to sleep and just remember home and if you are sleeping and then just you just got that you are not at home and these feelings so of course it's disturbing over here so that all.

Interviewer: At what part of the day, you feel more anxious or annoying? Which thing/part annoys you?

Interviewee: I think if .....which part I think I am not an early bird person in morning when we are usually get up at four we have to go to PT most annoying for me to get up and you know in summers that was well too but in winter it was very hectic and it's not good for me to wake up and then go and they usually make you to get warm-up and they also said you to remove your uppers then you are running but of course in winters that too much cold and that it's not comfortable to leave your bed and go at for.

Interviewer; Have you ever felt down in yourself?

Interviewee; yeah, when I have a bad day specially when I miss someone like from home, I think missing home is the most important thing we feel down over here otherwise there ar4e a lot of good things ahhh that I don't think so feel down these two could be the reasons.

Interviewer; Tell me something about yourself?

Interviewee; about myself hmmm i.... I am basically a cadet. I belong from Rawalpindi and I am here for since two years and I am only sibling and my father is also a military personal and my mother is like house working female.

Interviewer: What are your strengths and weakness?

Interviewee: My strength is that I am outgoing confident I think bold but not in that way of course in a good way and weakness I think is that sometime I can't explain my point I think that but major weakness I think that I can't socialize with too many people before that now yes, I work on it.

Interviewer: What do you think is better for your authentic self or perfect self your authenticity or your own self which one you prefer and what would you think about it?

Interviewee: ok perfect mean .....

Interviewer: like you think perfect or ideal self is better or authenticity you are having which will you prefer?

Interviewee: ok sehi I think hmm of course go for authentic one although in today world people you know are going towards ideal you have said ideal right??

Interviewer: Assertive nodded.

Interviewee: ok so you know people are going too much towards the ideal self. Social media is actually playing role but I will prefer authentic self like who I am is better than coping some other.

Interviewer: How your relation with others is growing in cadet setting?

Interviewee: when I came, I was a very reluctant child I don't talk with others. usually have fights with them and you know they tease you and kind of stuff like usually running to our house warden in hostel to tell her that this happen this happen and she was like you have to be socialize here because you are living with certain other people can't live alone. Then I just try to make friends and then I try to understand other perspective too that I am not always wrong and I am not always right of course there is another side of the story or picture. So, we usually talk with them and I think friendship makes me to socialize with them and I am in very good relation with others.

Interviewer: ok so how military environment is affecting your growth?

Interviewee: I think they are shaping us in a very perfect way because they just let you to work on your weakness that makes your strength more bolder I think they make you more I think more stiff more healthy too of course because of the diet and most probably strong because you have trainings , three to four hours of sports and I am actually in football team and you have a PT on the morning too and other trainings like drum PT and you have to do the exercises these kind of stuff so I think and of course they work on your spoken like they actually made you to go read some English literature, novel s books that newspapers specially on each day base you have to go in morning and evening and go to read Dawn news in English so that you can better your communication skills too and they totally work on your personality to make it more prominent and more shiny.

Interviewer: I want from you to discuss some challenges you have ever faced with seeking help?

Interviewee: challenges yes I think in cadets you know if you first of all tell them that you are going through this they might take you as you are pretending to go home and you don't want to stay over here and then you have to make sure make them sure that you are having a problem and real problem and then they try to solve it but if we talk about like if any person have kind of painful thoughts they were addressed but not in too much perfect way I think they should work on that although their medical problems were addressed very effectively you know there are medical centers and there are proper person assign over there who is treating them with specialty mentally they are not too much.

Interviewer: How your institutes address the concept of self?

Interviewee: They actually from the first day just want you to be not like focus on they are like you all are one and you don't have to play yourself you know you just consider yourself as ourselves as you can say. I can't say I or Myself it's like ourselves so that is the concept


basically it's not focused on single person focused on all the people like my class we all are like if I am talking something so I can't say I want this it's like we want this so this kind of concept is present.

Interviewer: Thank you so much for your time

Interviewee: Thank you.

## Appendix F

### Permission Letter



**Capital University of Science and Technology**  
Islamabad

Islamabad Expressway, Kahuta Road,  
Zone - V, Islamabad, Pakistan  
Telephone : +92-(51)-111-555-666  
          : +92-51-4486700  
Fax: +92-(51)-4486705  
Email: info@cust.edu.pk  
Website: www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-578  
August 7, 2023

**TO WHOM IT MAY CONCERN**

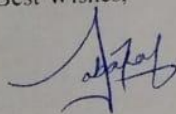
Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

**Ms. Rabbia Khalid**, registration number **BSP201007** is a bona fide student in BS Psychology program at this University from Spring 2020 till date. In partial fulfillment of the degree, she is conducting research on "An interpretative phenomenological analysis of how military culture impact the psychological wellbeing of army cadets and their lived experiences of homesickness.". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,



**Dr. Sabahat Haqqani**  
Head, Department of Psychology  
Ph No. 111-555-666 Ext: 178  
sabahat.haqqani@cust.edu.pk

| <b>Case 01</b>  | <b>Case 02</b>  | <b>Case 03</b>   | <b>Case 04</b>   | <b>Case 05</b>   |
|---|---|--|--|--|
| <b>Sense of uniqueness</b><br>Karachi<br>Belong                       | <b>Sense of uniqueness</b><br>Represent<br>Khaki  | <b>Obedience</b><br>Senior<br>Ideal self-person<br>Perfect life<br>Good future                               | <b>Role of Seniors</b><br>Learn<br>New lesson<br>Guide<br>Good path<br>Read books<br>Tell us<br>Entertain<br>Feel happy  | <b>Role of senior</b><br>Great bond<br>Seniors<br>First year<br>Feel nervous<br>Chief<br>How to do<br>How to manage<br>How to remain here                                      |
| <b>Specific Terms</b><br>Cadet College<br>Domes<br>Instructor<br>Mess | <b>Specific Terms</b><br>Cadet College<br>Hostel<br>Seniors<br>Fellow Cadets<br>Mess<br>Dome Fellow | <b>Military</b><br><b>Routine</b><br>Boundless<br>Academic timing<br>Sports timing<br>Night time<br>Used too | <b>Obedience</b><br>Ideal self-person<br>Ideal<br>Good future<br>Good lifestyle<br>Good profession<br>Guiding others<br>Obedient<br>Punctual<br>Follow religion<br>Perfect path<br>Personality | <b>Military</b><br><b>Routine</b><br>Not good<br>On time<br>Bounded<br>Café time<br>Don't run<br>Track<br>Play in one ground<br>Prep time<br>Study study<br>Feel jail<br>Tired |

|   |  |  |  |   |
|---|--|--|--|---|
|   |  |  |  | Boring routine<br>Felt low<br>Anxious/<br>Annoying<br>Very difficult<br>Need break<br>Relax period<br>Class lectures<br>Manage routine<br>Offer Prayer<br>Reading Holy<br>Quran |
| <b>Training</b><br>PT<br>Drill<br>Competition | <b>Collective</b><br><b>identity</b><br>Uniform<br>Ourselves | <b>Role of</b><br><b>institute in</b><br><b>developing/</b><br><b>Acquiring</b><br>Experience<br>New Things<br>Teach us<br>Independent<br>Mature | <b>Role Of</b><br><b>institution in</b><br><b>developing /</b><br><b>Acquiring</b><br>Experience<br>New Things<br>Teach us<br>Independent<br>Mature<br>Self-<br>independence<br>Address<br>Guide | <b>Level of</b><br><b>Satisfaction</b><br><b>about Institute</b><br>Recommend<br>Love this place  |

|   |   |   |   |  |
|---|---|---|---|--|
|   |   |   | Self-Confident<br>Prefer<br>Concept of Self<br>Opportunities<br>Participating   |  |
| <b>Hierarchy</b><br>Chief Prefect<br>House<br>Deputy House<br>Prefect | <b>Military</b><br><b>Schedule/Routine</b><br>Routine<br>Quite Busy<br>Boundness<br>Second Prep<br>Prayer | <b>Sense of uniqueness</b><br>Different people<br>Different Places<br>Different Provinces<br>Fatima House<br>Ayesha House | <b>Activities</b><br><b>Initiated by institute</b><br>Quiz<br>Competition<br>Debate<br>Competition<br>Games<br>Co-curricular Activities | <b>Role of Institute in Acquiring/developing</b><br>Time management<br>Learn<br>Maintain Discipline<br>Maintain self Personality<br>New things |
| <b>Feel Honor</b><br>Proud<br>Good                                    | <b>Obedience</b><br>Seniors<br>Ideal<br>Perfect Person  | <b>Specific Terms</b><br>Annexes<br>Residence   | <b>Challenges</b><br>Ill<br>Medicine<br>Late to find<br>Someone<br>Stays<br>Check us<br>Medicines                                       | <b>Sense of uniqueness</b><br>Casual dresses   |



|   |  |   |  |   |
|---|--|---|--|---|
|   |  |   | Look after<br>Facing   |   |
| <b>Military</b><br><b>Schedule/</b><br><b>Routine</b><br>Quite busy<br>Boring<br>Roundness<br>Two preps<br>Offer Prayer | <b>Feel Honor</b><br>Am a Cadet<br>Represent<br>Army Institute | <b>Collective</b><br><b>Identity</b><br>Uniform<br>Night Suit | <b>Away from</b><br><b>home</b><br>Alone<br>One month<br>Long weekend<br>Bounded<br>Hug<br>Situation<br>Can't share<br>Feelings<br>Free hand<br>Very bad<br>Express<br>Miss<br>Parents<br>Time spending<br>Childhood<br>friends<br>Feel very upset<br>Away from<br>Close | <b>Honor</b><br>Proud<br>Cadet<br>Studied there |
| <b>Role of Military</b><br><b>Institute</b>   | <b>Separation from</b><br><b>home</b>                          | <b>Level of</b><br><b>satisfaction</b>                        | <b>Away from</b><br><b>home</b>  | <b>Obedience</b><br>Personality                 |

|                  |                        |                  |                     |                  |
|------------------|------------------------|------------------|---------------------|------------------|
| Cost low         | First month            | <b>about the</b> | <b>Feel Low</b>     | Good future      |
| Navy             | First Week             | <b>institute</b> | Very Down           | Discipline       |
| PMA              | Home                   | Very good        | Want to share       | Correct path     |
| Teaches          | Parent Home            | college          | Feeling bad         | Believe oneness  |
| Boast            | Alone                  | Very proud       | Want to say         | of Allah         |
|                  | Adjust                 |                  | Want to cry         | Almighty         |
|                  |                        |                  | Can't hear          |                  |
|                  |                        |                  | Sitting alone       |                  |
|                  |                        |                  | So sad              |                  |
|                  |                        |                  | Can't express       |                  |
|                  |                        |                  | Feelings            |                  |
|                  |                        |                  | Friends             |                  |
|                  |                        |                  | Family              |                  |
| <b>Obedience</b> | <b>Sleep Schedule/</b> | <b>Honor</b>     | <b>Happy in the</b> | <b>Away from</b> |
| Responsibilities | <b>Routine</b>         | Very proud       | <b>moment</b>       | <b>Home</b>      |
| Rules            | Sleep routine          |                  | Nice                | Feeling          |
| Ideals           | Moderate               |                  | Going good          | Difficult        |
|                  |                        |                  |                     | Remember         |
|                  |                        |                  |                     | Parents          |
|                  |                        |                  |                     | Cry              |
|                  |                        |                  |                     | Can't wish me    |
|                  |                        |                  |                     | Very bad         |
|                  |                        |                  |                     | Except           |
|                  |                        |                  |                     | Saturday         |
|                  |                        |                  |                     | Can't talk       |

|                                 |                                      |                                      |                                  |                           |
|---------------------------------|--------------------------------------|--------------------------------------|----------------------------------|---------------------------|
| <b>Separation<br/>From Home</b> | <b>Relations with<br/>other</b>      | <b>Challenges as<br/>a new comer</b> | <b>Relations with<br/>others</b> | <b>Sleep Routine</b>      |
| Aggressive                      | Quite better                         | New students                         | Spend time                       | Home                      |
| Call                            | Good                                 | Lonely                               | Friends                          | Sleep                     |
| Weeping                         | Helpful                              | Introvert                            | Family                           | Specific routine          |
| First Week                      | Dome Fellow                          |                                      | Guide                            | Can't wake up<br>early    |
|                                 | Very good                            |                                      | Facing much                      | Dress                     |
|                                 | Set-up with other                    |                                      | problem                          | Very tired                |
|                                 | Good Quality                         |                                      | Student                          | Feel sleepy               |
|                                 |                                      |                                      | Quite good                       | Very tough                |
|                                 |                                      |                                      | Friends                          |                           |
|                                 |                                      |                                      | Feel happy                       |                           |
|                                 |                                      |                                      | Cooperative                      |                           |
| <b>Sleep Routine</b>            | <b>Realize his/her<br/>Potential</b> | <b>Away from<br/>home</b>            |                                  | <b>Support<br/>System</b> |
| Feel Trouble                    | Hard work                            | Difficult                            |                                  | Principle                 |
| Morning                         | Courage                              | Different                            |                                  | Supports                  |
| Good Routine                    | Strength                             | feeling                              |                                  | Can't remain<br>here      |
| Wake Early                      | Good Results                         | Away                                 |                                  | Stay here                 |
|                                 | Patience                             | Facilities                           |                                  | Realize                   |
|                                 |                                      | Bounded                              |                                  | Very good                 |
|                                 |                                      | Anxious                              |                                  | Wardens                   |
|                                 |                                      | Evening                              |                                  | Fellows                   |
|                                 |                                      | Very down                            |                                  |                           |

|  |   |   |  |  |
|--|---|---|--|--|
|  |   |   |  |  |
| <p><b>Realize his /her potential</b></p> <p>Strength</p> <p>Talent</p>             | <p><b>Promote Positive well-being</b></p> <p>General</p> <p>Awareness</p> <p>Classes</p> <p>Social Media</p> <p>Positive change</p> <p>Positive Things</p> <p>Stay away from negative things)</p> | <p><b>Sleep routine</b></p> <p>Change</p> <p>Sleep routine</p>  |  | <p><b>Realize his/her own potential</b></p> <p>Strength</p> <p>Disciplined</p> |
| <p><b>Relations with others</b></p> <p>Very great</p> <p>People</p> <p>Settled</p> | <p><b>Support System</b></p> <p>Dome Fellow</p> <p>People</p>   | <p><b>Relationship with others</b></p> <p>Cooperative</p> <p>Selfish</p> <p>Non-cooperative</p> <p>Interaction</p> <p>Contacted with</p> <p>Frank</p> <p>Feel happy</p> <p>Friends</p> <p>Quite good</p> <p>Student</p> |  | <p><b>Identify Weakness</b></p> <p>Lack of confidence</p>                      |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | Facing much<br>problem   |  |  |
| <b>Promote well-being</b><br>Physical<br>activities<br>Physical sports<br>Hockey<br>Basketball<br>Play |  | <b>Realize his/her<br/>weakness</b><br>Can't control<br>anger<br>Friends   |  |  |
| <b>Bullying</b><br>Jokes<br>Feel<br>Weakness   |  | <b>Realize his/her<br/>potential</b><br>Patience<br>Ability<br>Mature<br>Strength<br>Endure things<br>Do any thing |  |  |
|  |  | <b>Support<br/>System</b><br>Intermediate<br>Warden<br>Teachers<br>Seniors<br>Help                                 |  |  |

|  |  |         |  |  |
|--|--|---------|--|--|
|  |  | Family  |  |  |
|  |  | Friends |  |  |

| Case 01   | Case 02   | Case 03  | Case 04   | Case 05   | Main Theme       |
|---|---|--|---|---|------------------|
| <ul style="list-style-type: none"> <li>• Sense of uniqueness</li> <li>• Specific Terms</li> <li>• Training</li> <li>• Hierarchy</li> <li>• Feel Honor</li> <li>• Military Schedule/<br/>Routine</li> <li>• Obedience</li> <li>• Role of Military Institute</li> </ul> | <ul style="list-style-type: none"> <li>• Sense of uniqueness</li> <li>• Specific Terms</li> <li>• Collective identity</li> <li>• Feel Honor</li> <li>• Military Schedule/<br/>Routine</li> <li>• Obedience</li> </ul> | <ul style="list-style-type: none"> <li>• Sense of uniqueness</li> <li>• Specific Terms</li> <li>• Collective Identity</li> <li>• Honor</li> <li>• Military Schedule/<br/>Routine</li> <li>• Obedience</li> <li>• Role of institute in developing/<br/>Acquiring</li> </ul> | <ul style="list-style-type: none"> <li>• Obedience</li> <li>• Role Of institution in developing/<br/>Acquiring</li> </ul> | <ul style="list-style-type: none"> <li>• Sense of uniqueness</li> <li>• Honor</li> <li>• Military Routine</li> <li>• Obedience</li> <li>• Role of Institute in developing/<br/>Acquiring</li> <li>• Level of</li> </ul> | Military Culture |

|   |   |  |  |   |                         |
|---|---|--|--|---|-------------------------|
|   |   | <ul style="list-style-type: none"> <li>• Level of satisfaction about the institute</li> <li>• Challenges as a new comer</li> </ul> | <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Activities Initiated by institute</li> <li>• Role of Seniors</li> </ul> | <ul style="list-style-type: none"> <li>• Satisfaction about Institute</li> <li>• Role of Seniors</li> </ul> |                         |
| <ul style="list-style-type: none"> <li>• Separation From Home</li> <li>• Sleep Routine</li> </ul>   | <ul style="list-style-type: none"> <li>• Separation from home</li> <li>• Sleep Schedule/ Routine</li> </ul> | <ul style="list-style-type: none"> <li>• Away from home</li> <li>• Sleep routine</li> </ul>  | <ul style="list-style-type: none"> <li>• Away from home</li> <li>• Feel Low</li> </ul>   | <ul style="list-style-type: none"> <li>• Away from Home</li> <li>• Sleep Routine</li> </ul>                 | Home-sickness           |
| <ul style="list-style-type: none"> <li>• Realize his /her potential</li> <li>• Relations</li> </ul> | <ul style="list-style-type: none"> <li>• Realize his/her potential</li> <li>• Relations</li> </ul>          | <ul style="list-style-type: none"> <li>• Realize his/her potential</li> <li>• Relations</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Relations</li> </ul>  | <ul style="list-style-type: none"> <li>• Realize his/her own potential</li> </ul>                           | Psychological Wellbeing |

|   |  |   |                    |   |  |
|---|--|---|--------------------|---|--|
| <p>with others</p> <ul style="list-style-type: none"> <li>• Promote well-being</li> <li>• Bullying</li> </ul> | <p>with others</p> <ul style="list-style-type: none"> <li>• Promote Positive well-being</li> <li>• Support System</li> </ul> | <p>with others</p> <ul style="list-style-type: none"> <li>• Support System</li> <li>• Realize his/her weakness</li> </ul> | <p>with others</p> | <ul style="list-style-type: none"> <li>• Support System</li> <li>• Identify Weakness</li> </ul> |  |
|---|--|---|--------------------|---|--|

| <b>Across the five cases</b> | <b>Across the four cases</b> | <b>Across the three cases</b> | <b>Across the two cases</b>               | <b>Most unique one</b> |
|------------------------------|------------------------------|-------------------------------|---|------------------------|
| Obedience                    | Sense of uniqueness          | Specific Terms                | Collective Identity                       | Training               |
| Separation or away from home | Feel Honor                   | Support System                | Level of satisfaction about the institute | Hierarchy              |



|  |   |  |                       |   |
|--|---|--|-----------------------|---|
|  | Military<br>Schedule/Routine                          |  | Challenges            | Activities<br>Initiated by<br>institute |
|  | Role Of<br>institution in<br>developing/<br>acquiring |  | Role of<br>Seniors    | Feel Low                                |
|  | Sleep routine   |  | Promote<br>well-being | Bullying                                |
|  | Realize his/her<br>potential                          |  |                       | Realize<br>his/her<br>weakness          |
|  | Relation with<br>others                               |  |                       |   |