

Scientific Studies of Social Impact on Military Children's Parenting Problems

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ARTICLE INFO

Article History:

Accepted: 01 Feb 2023

Published: 23 Feb 2023

Publication Issue

Volume 10, Issue 1

January-February-2023

Page Number

233-249

ABSTRACT

Frequent moves have a considerable impact on military children. It erects the social, educational, and emotional development of these children. Sometimes officers and kids are living in Dhaka. The lack of accommodation facilities in the posted area and the regular posting of military personnel are interesting for the children. It enforces staying with 'Single Parent' in the home town, villages, and some cases in the capital city, Dhaka. Few steps were taken to address it in the recent past by escalating. Facilities like increasing out leaving in various garrisons, increasing the accommodation facilities, and establishing new educational institutions are now mandatory. It is so that the Army children can stay with their parents. However, these amenities could not fulfill the requirements of all army personnel. Social support through parental care may not always be possible, but organizational support can augment child care and needs. When the individual ignores, the organization or nation can act as caregivers. Therefore, the research should determine the current system's cognitive outcome to prepare the future generation.

Keywords : Social Impact, Military Children, Junior Commissioned Officer, Children, JCO, Social, Support

I. INTRODUCTION

The military profession is such that it cannot address every issue of social needs by its nature; again, it cannot be disregarded for its very 'nature.' Being engaged in hardship, the military personnel overlook their personal life. However, they must be balanced in his career and personal life. However, most Junior Commissioned Officer (JCO) and Other Ranks (OR)

kids stay in rural areas. In both cases, proper parenting is quite tricky in military society. Young children are most dependent on their parents' physical and emotional availability for establishing and maintaining a sense of safety and security and have limited ability to comprehend their military parents' lengthy absence (Chartrand, Frank, White, & Shope, 2008). The high growth rate throughout the first five years of life can make re-engagement particularly difficult for deployed

parents. Returning parents are frequently reunited with a child who is not only considerably different from the one they left but also has no recollection of their parent and no relationship to lean on for nurturing and discipline (Defense Advisory Committee on Women in the Services, 2004). As a result, military-connected families with young children may be a particularly vulnerable group, with requirements that differ from those of families with older children (Osofsky & Chartrand, 2013). Children are ipso facto for military personnel's carrier, which cannot be ignored identified the effect on the military child who distracts from social life because of frequent shifting of institutions where he is to remain inattentive and fall behind between peers and other cases in the single parenting the children's suffers from family bonding where he distracts from social life and chooses wrong peers.

II. BACKGROUND AND RESEARCH PROBLEMS

Frequent moves considerably impact military children's social, educational, and emotional development. Sometimes, officers and kids live in Dhaka, and most Junior Commissioned Officer (JCO) and Other Ranks (OR) kids stay in rural areas. In both cases, proper parenting is quite tricky in military society. The military profession is such that it cannot address every issue of social needs by its nature; again, it cannot be disregarded for its very 'nature.'

It is proved that Bangladesh Army is the best community in the country. However, its next generation is the undiscovered part of it. With its discipline society, the proven ever-best community in Bangladesh can substantially contribute to its children's future carrier. Being engaged in hardship, the military personnel overlook their personal life. However, they must be balanced in his career and personal life. Children are ipso facto for military personnel's carrier, which cannot be ignored. Lack of accommodation facilities in the posted area and regular posting of military personnel are interesting for the

children to stay with 'Single Parents' in home town, villages, and some cases, in the capital city, Dhaka (Islam Shawon et al., 2018). Few steps were taken to address it in the recent past by escalating the facilities, like increasing leaving in various garrisons, increasing the accommodation facilities, and establishing new educational institutions so that the Army children can stay with their parents. However, these amenities could not fulfill the requirements of all army personnel. Educational facilities for the children to board facilities and class capacity in Bangladesh Army are comparatively inadequate.

Bangladesh Army, as a trustworthy stakeholder, should consider reaching educational and social support for the children by giving minimum facilities to more significant percentages for the sake of the present perspective. Social support through parental care may not always be possible, but organizational support can augment child care and needs. When the individual ignores, the organization or nation can act as caregivers (Plateau et al., 2019). Therefore, the researcher intended to find out the cognitive outcome of the present system to prepare the future generation.

III. RESEARCH METHODOLOGY

Research Questions

- i. **Primary Question.** a. How can Bangladesh Army contribute to fostering military children within the society?
- ii. **Subsidiary Questions.**
 - a. What Educational and social support exists to support the children of the Bangladesh Army?
 - b. What are the glitches that obstruct the achievement of educational and social support for military children?
 - c. What are the effects of a lack of education and social support on military children?

- d. What steps can Bangladesh Army take to support their children by ensuring a social and educational environment?

IV. RESEARCH METHODOLOGY

Clifton (2004) experienced a Brat in the military and, in her research on 'Education Experience of Army Children,' mentioned that "by the age of eleven all the children attend at least four schools" and fall behind the other schoolmates. The children who move with the parents' term as non-active learners because those parents felt the necessity that children should be with them and not sent away". The frequent shifting of an adolescent distracts the flow of the learning process.

Pace (2006), in his press release, mentioned that the 'brats are not forgotten. They are patriots and role models for us.' He appreciated their sacrifice to the nation. Falvey, in his literature review 'No Place Like Home,' said, "military brats typically change schools six to nine times before they graduate." Entering new military life, children face enormous environmental challenges that may cause introversion or defiance of the profession.

V. CHILD DEVELOPMENT AND PSYCHOLOGY

Developmental psychology As children develop, they take on more and more responsibility for their internal state. Studies have shown that children observe parents and caretakers, the emotional climate in the home, and the reaction of parents and caretakers (Morris 2012, p 1-36). Parents' wrong perception of child care and absence of emotional climate at home results in a lack of sensitivity and empathy for the child, which can be increased by spending quality time with parents. Officers' perception of child development has risen over time, and experiences where under commands lack the same mentality.

Psychosexual Development Theory

This theory proposed five universal stages of child development at various ages. Those are oral stages from birth to 12 months. The anal stage, from one to three years, is when personality develops through potty training. From three to five years, when self-esteem develops, the phallic stage. The latency stage, from five until puberty or fifteen, is when the child recognizes significant disparities in his/her abilities (Imam et al., 2021). The genital stage of puberty until adulthood, when an individual has reached the genital level, was seen by Freudians as inversely correlated with susceptibility to neurosis, conversely, fixation on earlier psychosexual levels (Freud, 1895). Every parent or child development must understand the psychosexual theory. Anal, phallic, and latency stages are seriously hampered in most military children because these stages are ignored by the parents and not given due attention at the proper stages.

Echo logical System Theory Military Children in our society are more affected by the ecosystem (for example, a father's job requiring more overtime influences his daughter's performance in school (Figure 1) because he can no longer help with her homework Bronfenbrenner 1979). In contrast, it differs on the macrosystem (for example, a child from a wealthier family sees a peer from a less wealthy family as inferior for that reason (Bronfenbrenner 1979), which has an effect of inferiority amid the child of a different class but overcoming that JCO and OR children's success rate is more than the officer in our military society sometimes (Choudhuri, Interview, 2014).

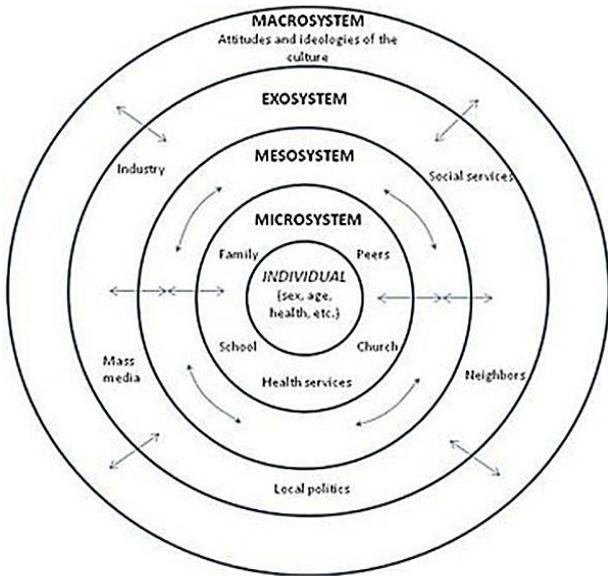


Figure 1: Bronfenbrenner's Ecological Systems Theory

The outcome of Theories. Considering the number of well-established theories, every single step of a child is influenced by the environment or society. The parents handle a child's fundamental development where society remains from childhood to every stage. The abovementioned theories have been considered as the basis while formulating the hypothesis, which also observes through JCO and ORs' understanding of child psychology (Figure 2).

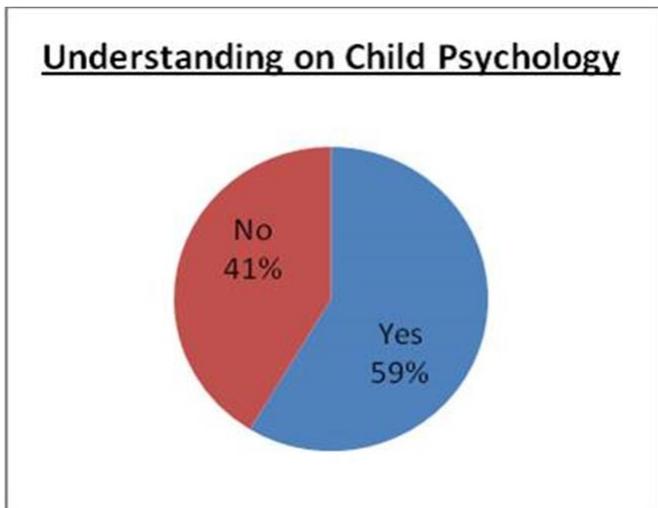


Figure 2 : JCO and OR Understanding of Child Psychology
(Source: Survey 2)

The perspective of BRAT in Bangladesh Army.

Though Bangladesh Army caregiver always sought a solution for the military personnel in family support and welfare, most of them have negligence to this part, especially in case of JCO and OR. At present, context of caregiving by military personnel 58% officers admits their difficulties in parenting (Figure 5) whereas and 73% of JCO and OR think that they are satisfied with their parental care (Figure 3) despite only 33% of their children are staying with them (Figure 4). This statistics gives a vivid picture of JCO and OR ignorance of brats.

Figure 3: Parents Facing Difficulties in Parenting (Officer)

(Source: Survey 1)

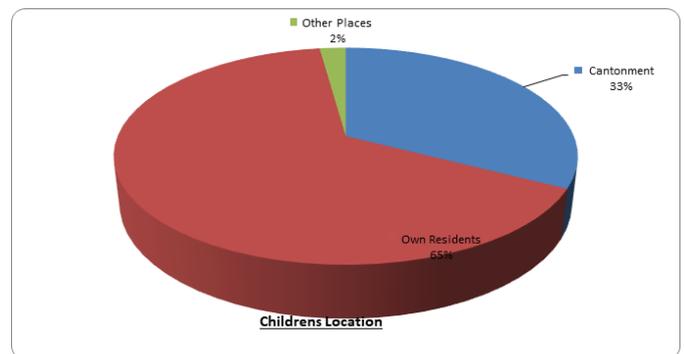


Figure 4: JCO and OR Children's Present Location

(Source: Survey 2)

Social Support in Bangladesh Army

In the social support system, the integral resources of the society offers the amenities. Visible supports are measured by the user, but invisible support cannot be measured for the unawareness. Social science viewed that social support is not always beneficial. It offers dependency to the people who may be reluctant and lacks in productivity and creativity. Every support has to be measured in terms of affectivity. There is a difference between organising and well off society in the outcome related to user end (Plateau & Bhuiyan,

2017). In case of well defined emotional support the social coherence, intimacy, caring and more precisely define the fostering are measured. Providing emotional support let one know whether he is valued. In case of tangible support, the financial and services support are measured. This research cannot make a difference between well off or organised society because of absence of every single measurement of the outcome from the user. It has focused on the most prominent support which in need of military children's in terms of parental care, educational support and in tangible from the services through accommodation facilities which is also related to parenting and fostering.

Parental Care in Bangladesh Army Parenting is promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship (Devise 2000, p. 245). Three main parenting styles in early child development: authoritative, authoritarian and permissive styles were identified (Baumrind 1967). These parenting styles later expanded to four, including an uninvolved style. These four styles of parenting involve combinations of acceptance and responsiveness on the one hand and demand and control on the other (Santrock 2007)

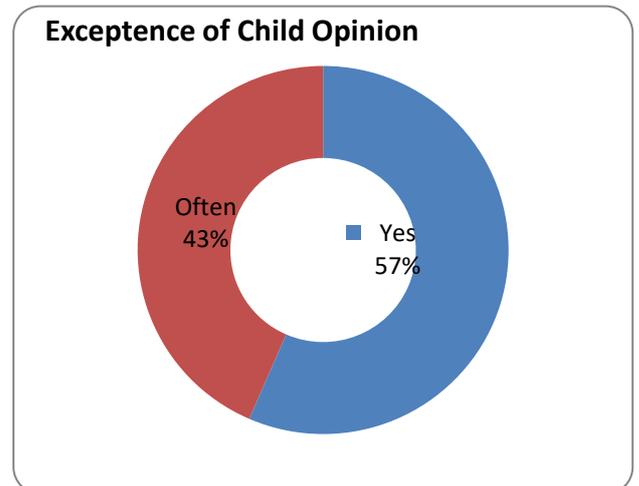
VI. AUTHORITATIVE PARENTING

Authoritative parents rely on positive reinforcement and infrequent use of punishment. Research shows that this style is more beneficial than the too-hard authoritarian style or the too-soft permissive style (Baumrind 1967). Authoritative parenting style is more effective for military personnel by setting personal example. Good example initiates good practice at home (Choudhuri 2014)

a. **Authoritarian parenting styles.** Authoritarian parents are very rigid and strict. This type of authority is used more often in *working-class families than the*

middle class (Fletcher; Walls; Cook; Madison; Bridges 2008). Children raised in an authoritarian-style home were less cheerful, more moody and more vulnerable to absorb stress. In many cases these children also demonstrated to passive hostility (Baumrind 1983). Children of JCO and OR fall mostly in this category in Bangladesh Army who has less chances to monitor their children (Choudhuri 2014). It is observed that in case expectancy in child opinion JCO and OR are a bit rigid and has different perception

b. **Permissive parenting.** Permissive parenting is practiced the middle class families. Freedom is valued parents rely on reasoning and explanation. This pattern of parenting develops a child with happiness but it has effect on self control and dependency. Permissive parenting is practiced in case of officers



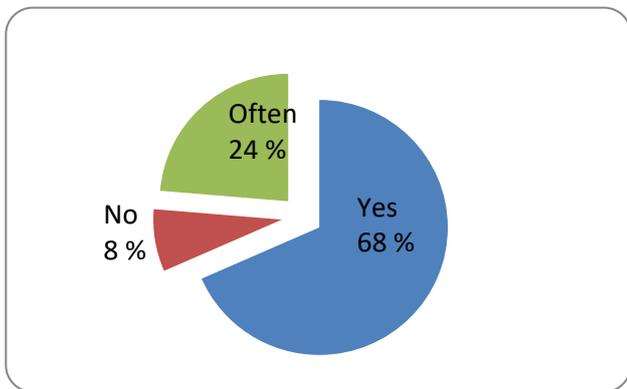
families where the children's are mostly dependant on parents decision (Choudhuri 2014).

c. **Uninvolved parenting.** An uninvolved or neglectful parenting style is when parents are often emotionally absent and sometimes even physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child's needs and do not demand anything of them in their behavioural expectations (Brown, Lola; Iyengar, Shrinidhi 2008). It is observe in the cases of military personnel who remain absent for their commitment and remain separated with his family in the plea of own service, spouse work or children's better schooling.

Figure 5: Exceptence on Child Opinion(JCO and OR)

(Source: Survey 2)

Requirement of Parental Care. Children need constant attention from parents, which assists them by encouraging social interactions and modelling proper social behaviours. It is expected parents will guide systematically, involved in a learning programs, organized activities for their children to learn responsibility, have quality communication and will not neglect the need of the children (M. M. H.



Bhuiyan et al., manuscript). At present positive discipline is given importance by the many organisations for the parents (developed by Joan Durrant). Save the child also plans organise training in Bangladesh recently. Survey results the fact that 68% of the military children are admitting their difficulties in absence of their father (Figure 9). However parents children's both showed their concern of father's presence even sacrificing consistency in same institution (Figure 6).

Figure 6: Children's Admitting Difficulties

(Source: Survey 1)

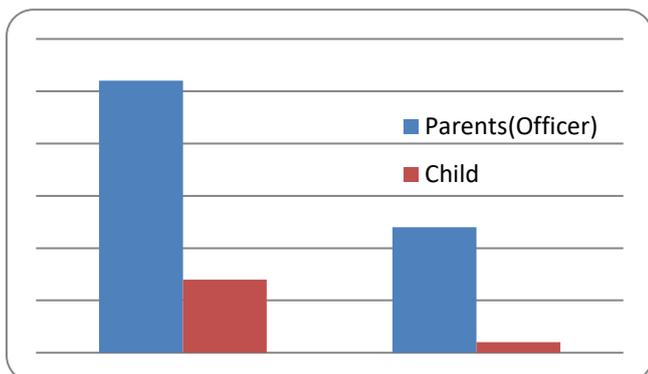


Figure 7: Requirement of Parents Presence

(Source: Summary of Survey 1 and 2)

10. **Officers as Parent.** 68% of officer viewed on staying with the children in the garrison where children's can avail school and college facilities (Figure 8). Most of the parents have idea on parental care. 32% of the military officers viewed on separation for their spouse commitment in various jobs or better schooling for children. Trend of single parenting is alarmingly increasing in the military society which is unavoidable since there is no restriction from administration except few cases.

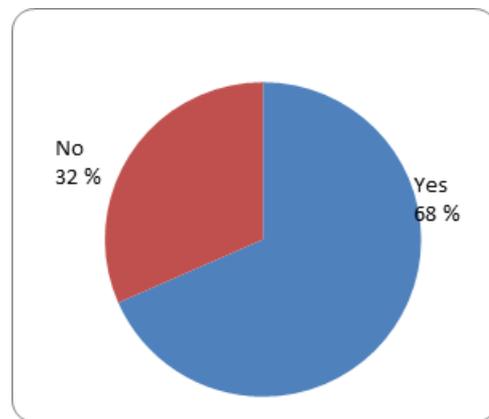


Figure 8: Officers Preference of Staying with Children

(Source: Survey 1)

11. **JCO and Other Ranks as Parent** 33% percent of the JCO and OR can maintain their family within the capacity (Figure 12). This trend is increasing for the concern of the authority which has reflected in policy by increasing the accommodation quota for JCO and OR; (Zaman et al., 2016). Present demand and urban facilities in civil society encouraging the caregivers to availing facilities in cantonment areas. 65% of JCO and OR cannot avail the facilities for the scarcity of accommodation where they coerce to keep their families in rural areas (Figure 11). Military commitment also demands few individuals to stay in barrack and hold garrison duties (Kamal 2014). In case of JCO and OR, single parenting is more observed and their social system also does not support sometimes to keep their families even they desire to do so.

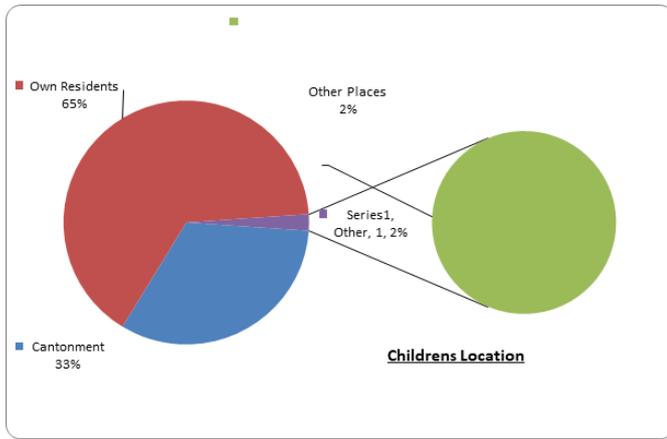


Figure 8: Children's Location (JCO and OR)

(Source: Survey 2)

Support from Bangladesh Army in Case of Parenting In case of both the parents are committed in job, children are more disoriented from parental care. Soon, day care will be established in the all garrison for the both employed parents (Kamal 2014). There are few cases also where no parental care observers by separation or divorce where children are not noticed in most cases by the authority. If noticed, Bangladesh Army takes step for in terms of financial support. In case of parental death, the concern spouse is appointed in suitable work places and children are supported by the existing institutions (Kamal 2014).

Accommodation Facilities Accommodation facilities inside garrisons are quota based as per corps as practiced in Bangladesh Army. As pilot project twenty storied building targeting accommodate new families which is under construction in Shahed Salahuddin Cantonment, Ghatail and more multi-storeyed buildings are planned in various garrison for the JCO and OR to accommodate number of military families inside garrison (Kamal 2014). Out living or accommodation permission next to garrison is increasing in need of basset. In Dhaka Cantonment multi-storied building, Nirjhar is at under construction for the JCO and OR. It will facilitate them to keep their adult children's for the higher education in Dhaka. In the survey, out of 46 JCO and OR 9% are

availing accommodation inside garrison and 30% in our living (Figure 9).

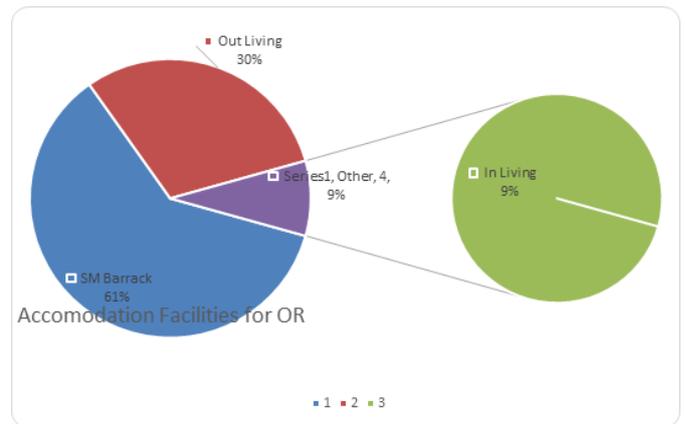


Figure 9 : Accommodation Facilities Availing by JCO and OR (Source: Survey 2)

Miscellaneous Facilities. Bangladesh Army promotes many facilities for the children's i.e. play ground, library, children club, sports competition, education grant in board school, education loan through Trust Bank and Hostel Facilities in Dhaka cantonment (Kamal 2014). Cantonment environment is a rear opportunity for the military children in Bangladesh where a mixed touch of urban and disciplined atmosphere is prevailing. Such well organised society in Bangladesh is another platform to launch human resources to the state organisations as better citizen.

VII. EDUCATIONAL SUPPORT IN BANGLADESH ARMY

Military Educational Institutions are well established with all conveniences. Most of the school colleges are placing in board examination (M. M. H. Bhuiyan, 2021). There are few other schools and colleges in civil society which are headed by serving military personnel's and run by military rules and regulations.

a. **Schools and Colleges.** All the major garrisons have cantonment Public School and colleges (CPSC) and English Medium Schools (EM) which are run by the concern area Governing body headed by a Brigadier General. 40 percent military children's are entitled in

those schools and colleges. Any military personnel are posted at the middle of the year his children can acquainted with curriculum easily in the next posted cantonment school and colleges. Cantonment school and colleges are more successful than that of other educational institutions because those institutions consider no merit during admission but reputed school and colleges admission test are quite competitive, and based on merit they allow the children's to study. Politics free cantonment school and colleges are more disciplined in studies and administration and easier to handle (Huda 2014). If we compare, military schools and colleges has more success in grooming the all category of students. Current board examination result of military school and colleges are at Annex A, B. Irrespective of ranks and the teachers have viewed differently on cantonment based educational institution in terms of facilities (Figure 10)

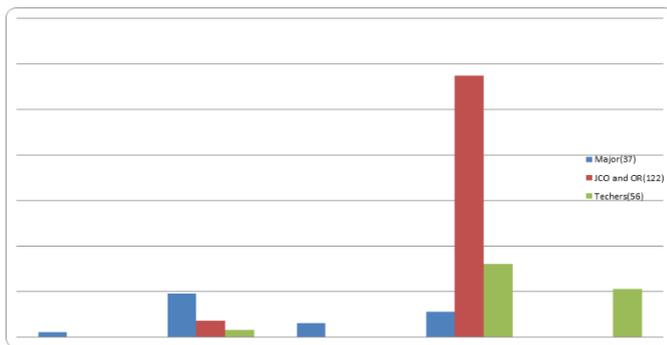


Figure 10 : Perception of Parents and Teachers on Military Schools and Colleges in Terms of Facilities

(Source: Summary of Survey)

b. **Proyash.** Proyash, under governed by Bangladesh Army, is facilitating the autistic children in the Army where civilian kids are also entitled. Proyash already kept its recognition of Bangladesh, which is to governed by Bangladesh Army elegantly (Plateau et al., 2019). At present total eight Proyash schools established separate garrisons for the autistic children (Kamal 2014). The specialists are also supporting Proyash to augment the administration for smooth conduct of those institutions.

c. **Cadet College.** Governed by the Adjutant General of Bangladesh Army total nine boys and three girls cadet colleges are established, aiming to produce students capable of leading the country and also act as skilled Army Officers. Military children are also facilitated from these institutions, which ensure smooth education up to secondary education. 87% of JCO and OR out of 126 personnel and 22% of officers out of 18 personnel prefer to avail the cadet college facility (Figure 11)..

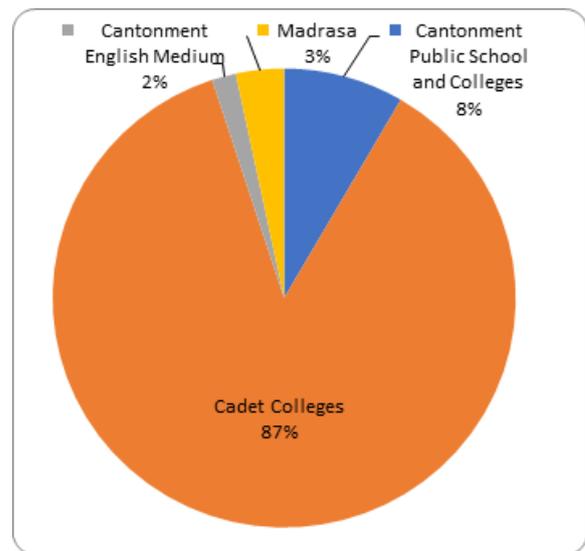


Figure 11: Prefers Cadet College Facilities by JCO and OR (Source: survey 2)

d. **Military Collegiate School Khulna (MCSK).** MCSK is a fully residential institution under the military model of Bangladesh Army, enhancing and facilitating the credibility of the Army Educational institution. The national curriculum in English version is followed here. This school is so designed that each cadet is groomed as a good all rounder in the fields of education, games and sports with leadership skills (MCSK website). Its establishment will enhance the credibility of the Army Educational institution and will facilitate the education needs of the military children's too.

e. **Armed Forces Medical College (AFMC).** AFMC began through intake of 56 medical cadets on 20 June 1999. Fifteen batches of total 996 students have been inducted, having 40% quota for military children

(AFMCwebsite). (AFMC Website). Over five AFMC will soon establish in the Rangpur, Bogra, Jessore, Chittagong and Comilla, which can facilitate the number of military children of Bangladesh Army (Kamal 2014).

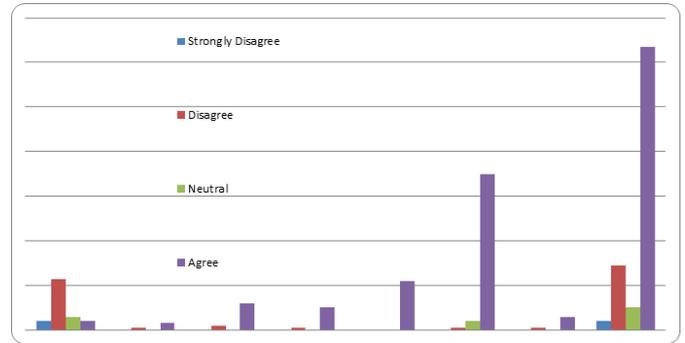
f. **Military Institute of Science and Technology (MIST).** 40 percent of military children are studying in MIST, which also promoting stipend and scholarship for the required students. Memorandum of Understanding between MIST and General Sir Kotelawala Defence University, Salonika and International collaboration with other universities at Malaysia is an endeavour by this institution to promote students in a wider range of higher studies (Kamal2014). Compared a to other institution of science and technology in Bangladesh, MIST has better facilities in few faculties like Aeronautical engineering and Nuclear Science and engineering (Plateau & Bhuiyan, 2017).

g. **Bangladesh University of Professionals (BUP).** 30 percent of military children are entitled to BUP, which may increase in number if decided by the authority (Khaled 2014). The University envisions the responsibility of graduating intellectually enlightened, technologically advanced, academically competent, ideologically liberal and inspiringly research-oriented resourceful citizens who are prepared to lead, promote and preserve the virtues of our great civilization. Faculties of this institution will facilitate the military. Children in higher education in both military and civilian environments, through a need-based and time-sensitive education and training.

VIII. VISION OF MILITARY SOCIETY AND AWARENESS

Vision of Bangladesh Army is quite encouraging in case of social and educational support for the all ranks. It's obvious that in near future it will come with extensive support in the society. Social degradation for JCO and OR is a consideration and awareness of the present society (Islam Shawon et al., 2018). 62% officers gave a significant observation as not well organised irrespective of all ranks but 98% JCO and

OR, and 96% of officers children's are satisfied with the military social and educational support (Figure 12).



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Figure 12: Perception on Existing Social and Educational Support by Officer, JCO and OR, and Children

(Source: Summary of Survey)

IX. GLITCHES IN EDUCATIONAL SECTOR

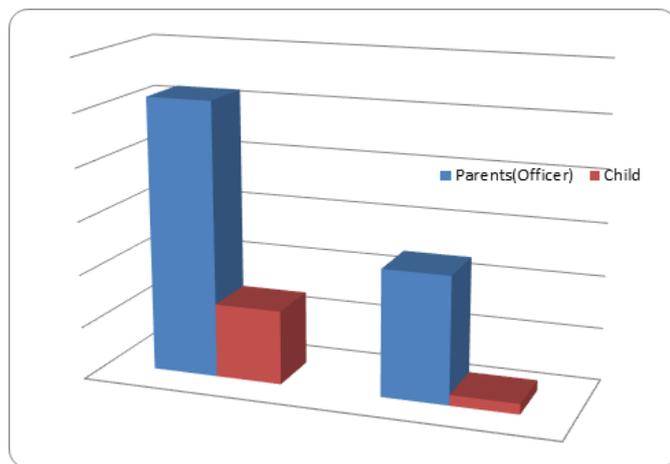
a. Lack of Physical Infrastructure and Capacity

Boarding Facilities. Cantonment school and colleges boarding facilities have less capacity to accommodate required number of students. Physical infrastructure of these institutions has got sufficient acre of land in cantonment but since its inception there was no master plan foreseeing the future requirements. Now it has emerged as large demand for the JCO and OR because of the change of perception for better education (M. H. Bhuiyan & Faisal, 2021). If boarding capacity increases to facilitate the military children, maintenance and administration responsibility has to be taken care by Bangladesh Army. Boarding facility need considerable arrangement for new constructed building which may need additional budget for the institution and other administration responsibility has to be ensured for smooth the maintenance of the facilities.

Class Capacity. Cantonment school and colleges have limited class capacity and it has 40 percent quota for

military children's as it is also providing public facilities too. Cantonment board school and colleges being a government school cannot provide support entirely for the military children (Imam et al., 2021). English Medium Schools (EM) is also providing education support to the military children in the garrison. Increase of number of students is likely to deteriorate the quality of education (Rahman 2014).

Frequent Shifting of School and Colleges. Posting of the military personnel or shifting of the unit does not occur bases on educational institutional schedule where children face new environments. To set with new peer's it needs time for the children who compromise most of the time and remains detached or fell short of understanding the lesson and remain behind in class position (Figure 13).



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Figure 13: Frequent Posting Hampers Military Children's Education

(Source: Survey Summary)

Lack of Multiple Delivery Modes with common core curriculum and standards. This society shall ensure equal opportunity for all citizens to inculcate their resources and help them grow up as creative, responsible and productive citizen capable of face the challenges of the 21st century (Master Plan for Education Sector 2012-2021) (M. M. H. Bhuiyan et al., 2021). There would be various skilled training activities according to graded national skill standards designed to meet skill needs in domestic and overseas

employment market. Instruction in science and IT would be given special attention (Ahmed, 2013). To create skilled generation, existing educational system need transformation in basic structure of training, impart ICT knowledge, humanization process beside the national curriculum. Bangladesh Education Policy makers still yet to discover the potentiality of military capability to endeavour in education sector. National educational policy 2010 is well supported to reach vision 2021(Figure 18) though Information technology (IT) has no effect at present system other than few computer laboratories in the institutions. Other IT support in few institutions are provided in limited number. (Figure 14)

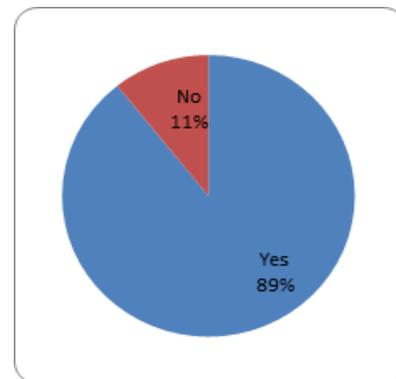


Figure 14: Education policy Fulfil the Vision of 2021

(Source: Survey 1)

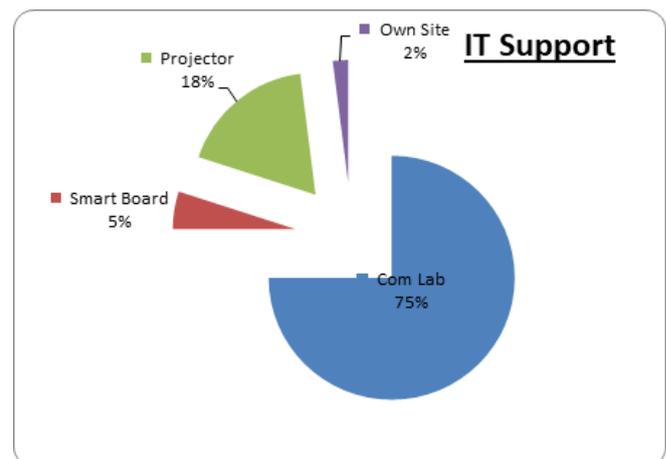


Figure 15: IT Support of Cantonment School and Colleges

(Source: Survey 4)

Student Teacher Ratio. Total 13 school heads report admits that in average student and teacher's ratio is 1:37 . In Bangladesh context (M. M. H. Bhuiyan, 2021) and comparing to other institution it seems standard but to impart quality education the ratio should have certain limit where teachers can reach every student in his class.

Teachers Quality Status, Incentives and Training. 73 % teacher's opined that for quality education they should be more qualified (Figure 20). Their dealing is ordinary in nature; it is observe that they are not trained to understand the child behaviour. Its time consuming to adjust with environment and tend to loses interest on study. 50% officers opined that teachers should be more graded in the society (Figure 15). 76% officers viewed the teacher's recruitment; training and remuneration should be the key strategy of the education sector (Figure 16).

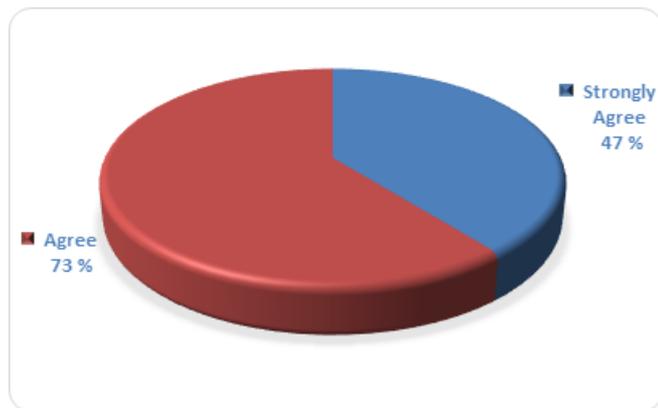


Figure 16 : Teachers Perception on Quality Teachers for Quality Education

(Source: Survey 4)

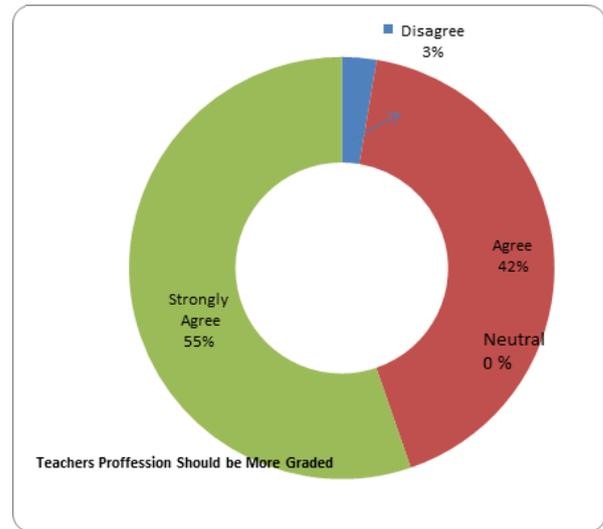


Figure 17 : Parents Observation on Quality Teachers for Quality Education

(Source: Survey 1)

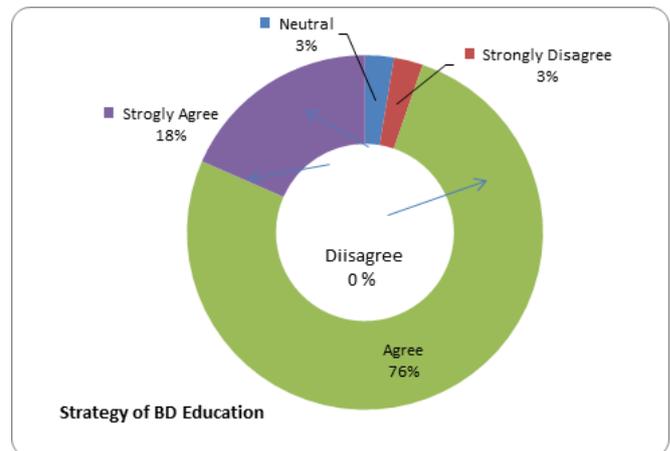


Figure 18: Key Strategy of the Education Sector

(Source: Survey 1)

Insufficient Education Budget/Fund. To accommodate more number of military students, vacancy could be made available for military wards but it may create budget constrain for the education institutions (Rahman 2014). 32% teachers and school and colleges principals emphasises on increasing budget beside other requirements (Figure 19).

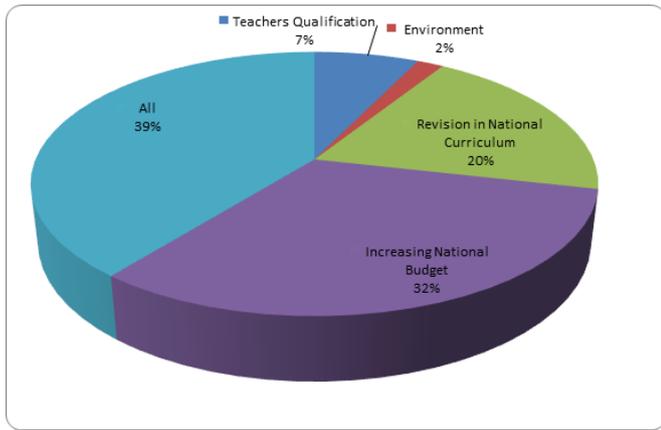


Figure 19 : To Reach Vision 2021 in Existing School Colleges

(Source: Survey 4)

b. Glitches in Social Support

Accommodation Facilities. Officers and JCO has sufficient accommodation compared to OR. Welfare for the OR in other aspect has got maximum attention but accommodation facilities are yet to meet the ORs demand. 44% of JCO and OR opined for not availing the existing military educational facilities because of inadequacy of accommodation facilities (Figure 21). In that case OR in their service life never facilitated with the accommodation and their children's are getting less support from the cantonment amenities. 97% officers opined that due to inadequate accommodation facilities OR children's are deprived of parental care (Figure 20).

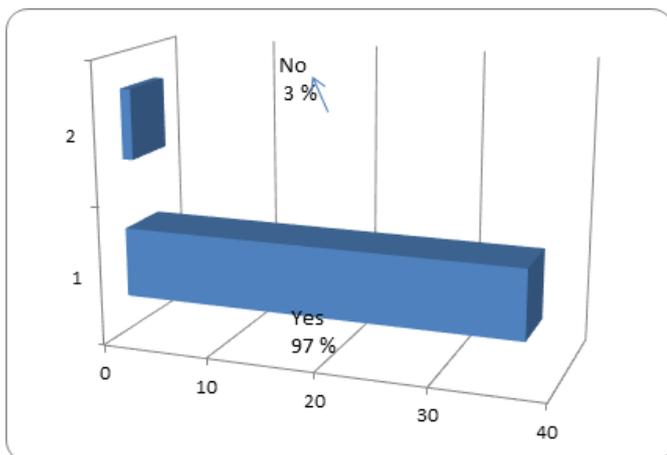


Figure 19: JCO and OR Children's Deprivation on Parental Care

(Source: Survey 1)

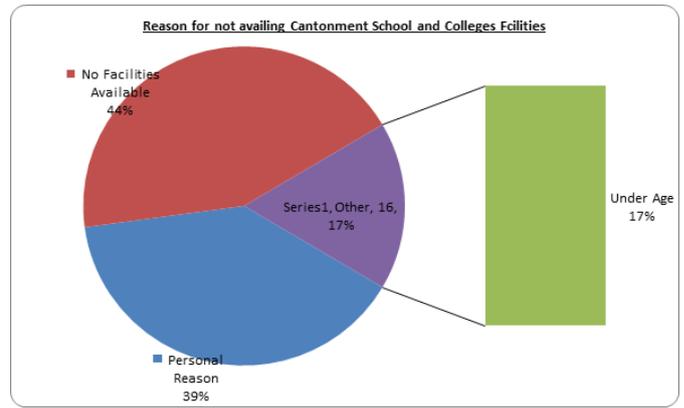
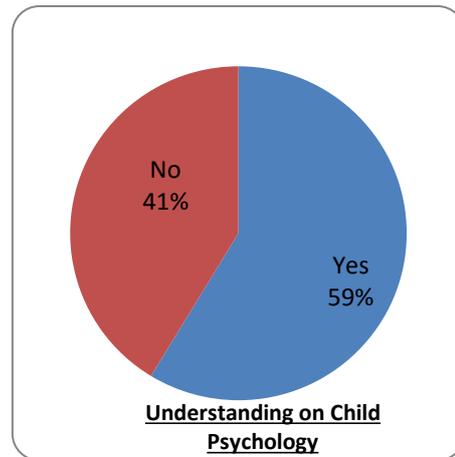


Figure 20: Reason Behind not availing Cantonment School and Colleges Facility

(Source: Survey 2)

Child Development Programme by Agencies. Child development is the social responsibility of every state government. None of the agencies has identified to their interest on military child development (M. H. Bhuiyan & Faisal, 2020b). It is observed only 59% JCO and ORs are aware of child psychology which is



subjected to further review (Figure 21). It's an opportunity for the Army to develop such human resource by integral expertise and other organization (Choudhuri 2014).

Figure 21: Understanding on Child Psychology

(Source: Survey 2)

Parental Care. Frequent shifting of military personnel impacts parental care which cannot be avoided. It is observed that only accommodation facility is the main barrier in parental care issue for the ORs. Initial

grooming is far reaching to this rank structure and ultimately it's a concern for many (M. M. H. Bhuiyan, 2021). Military children casualties are more in higher educational institution. He opined that military parents are responsible for such cases (Kamal 2014). Long time separation from families hampers the family bonding of the military personnel.

Cantonment Facilities for JCO and OR Children. Library facilities are exists in the garrison but parents are disoriented of the facilities (Kamal 2014). Children's are equal in the society, for mental development parents should be more careful for their children's (Choudhuri 2014). It is observed 67% of JCO and OR are not availing the library facilities for their children (Figure 27) though few facilities are not yet permitted for them like swimming pool, children club etcetera. 58% officers opined children irrespective of ranks should get same facilities in the same society (Figure 22)

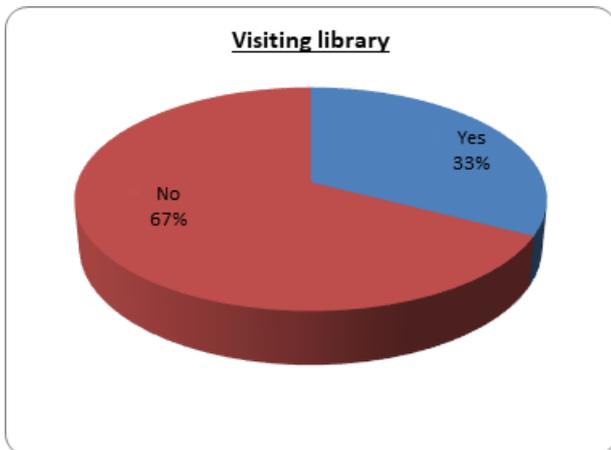


Figure 22 : JCO and OR are not Availing Cantonment Facilities (Source: Survey 2)

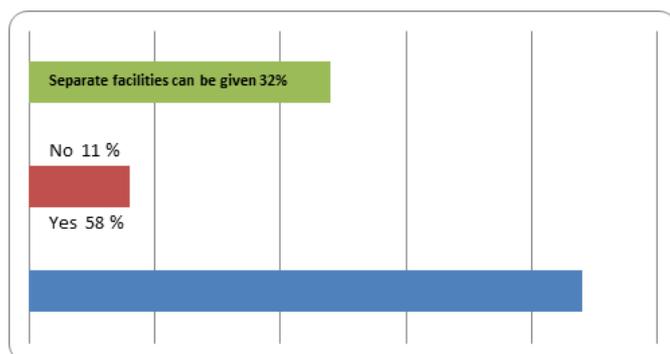


Figure 23 : Officers View for the JCO and OR on Cantonment Facilities (Source: Survey 1)

Classism In Military Child. Classism in the Army normally practiced in various ranks. But it obstructs the children's grooming and mental health which is well defined in Bronfenbrenner's Ecological Systems Theory (M. H. Bhuiyan & Faisal, 2020a) (Figure 3). The traditional socialization practice is insufficient for ORs to enhance interaction, thus impeding esprit de corps. The mode of social programs in the Army discourages interaction between ORs and officers' families. Social interaction is confined to class and ranks (Rahman 2013).

Hamper in Achieving Quality Education

3. Frequent shifting distracts military brats from the school curriculum; in most cases, they remain inattentive in new environments. 65% of teachers and 87% of parents have opined that special care is required for their children by educational institutions (Figure 24).

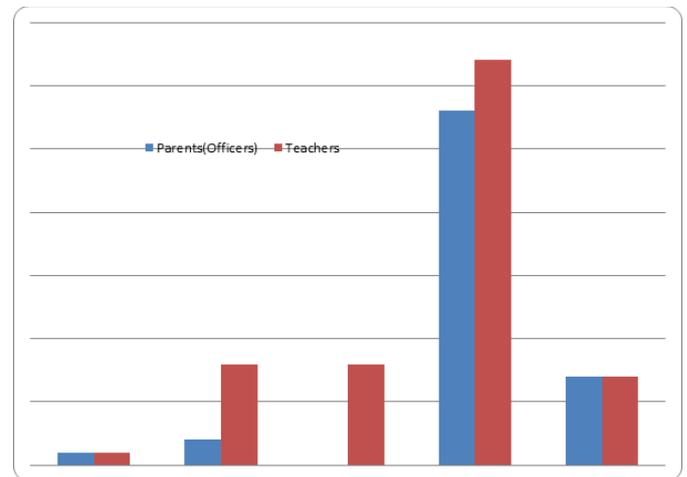


Figure 24: Special Care for Military Child (Source: Survey Summary)

EFFECT ON MENTAL HEALTH.

In the case of comparison, teachers of 45% on quality, 34% on attitude, and 16% on the attentiveness of military children have dissimilarity with other

children (Figure 25). Military Children are the same as other children. However, at times gets derailed because of indulgence and the availability of better facilities (Choudhuri 2014). Permissive parenting is practiced in the officer's community, which imperils the child's behavior and affects achieving self-esteem. In contrast, JCO and OR children are habituated to an authoritarian environment where they become less cheerful and moodier.

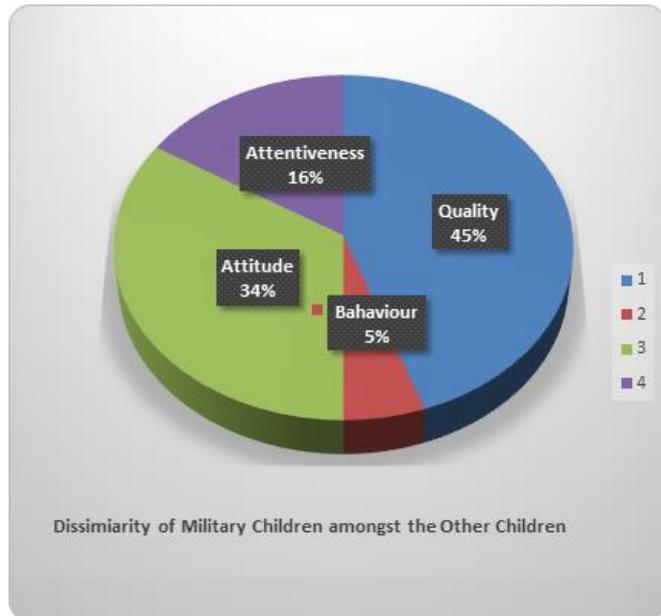


Figure 25: Teachers' Observation on Military Children
(Source: Survey 4)

Deprive of Social Status and Distracted from Social Life

JCO and OR keep their children aloof from society because of undeclared restrictions of status that lead to inferiority (Zaman et al., 2016). Officer's cases are more in terms of child's distraction from social life because of drug abuse and other issues, but they seek help from experts. JCO and OR tend to hide their problems because ignorance frustrates their children from social life (Choudhuri 2014).

Deprive of Family Bonding

For better schooling, military parents practice single parenting, which impacts family bonding where both children's mental growth and the coherence of the

family are disturbed. The demand of adolescents tends to divert them into peer groups (M. H. Bhuiyan & Faisal, 2020). If the adolescent mixes with academically unfocused peers, his chances of the social disorder are more.

X. CONCLUSION

This chapter has identified the effect on a military child who tends to distract from social life because of frequent shifting of institutions where he tends to remain inattentive and fall behind between peers and other cases in single parenting. The child suffers from family bonding where he distracts from social life and chooses the wrong peers. However, Military Child Development Organisation can play a significant role here.

Besides, early childhood care, education, and development from birth to smoothen transition up to age eight are justified by the strong influence on later learning, juvenile behavior, and adult life, as well as the scientific evidence about the critical importance of the early years in human cognitive development, especially of children from a deprived background. (Child Development Policy, Ministry of women and Child). An organization may be formed in Bangladesh Army through the expertise and assistance of other organizations that will work on military early childhood development, study military child psychology, train positive discipline, train the parents on parenting, improving self-esteem, and endeavor the environmental education to prepare the military child in judging his/her own life.

XI. ACKNOWLEDGEMENT

First and foremost, I want to thank behavioral scientists for vigorously re-evaluating the child nug process through many break-even points. Suppose the defense sector of any nation comes to a brink or a mix of emotional correspondence to choose between National duty. In that case, it becomes far from impossible to safeguard civilians by all means.

In addition, I am grateful to the armed military officers for understanding the meaning of work and professional life segregation and careful, balanced management.

I also thank those who helped me with my research paper survey interviews. Without their input on the designated topic, the research would not have been complete.

Finally, I am grateful to my parents for providing me with the strength and motivation to complete the research job successfully.

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Cite this article as :

M. M. H Bhuiyan, K. Rakhi, "Scientific Studies of Social Impact on Military Children's Parenting Problems", *International Journal of Scientific Research in Computer Science, Engineering and Information Technology (IJSRCSEIT)*, ISSN : 2456-3307, Volume 9, Issue 1, pp.233-249, January-February-2023. Available at doi : <https://doi.org/10.32628/CSEIT2390141>
Journal URL : <https://ijsrcseit.com/CSEIT2390141>