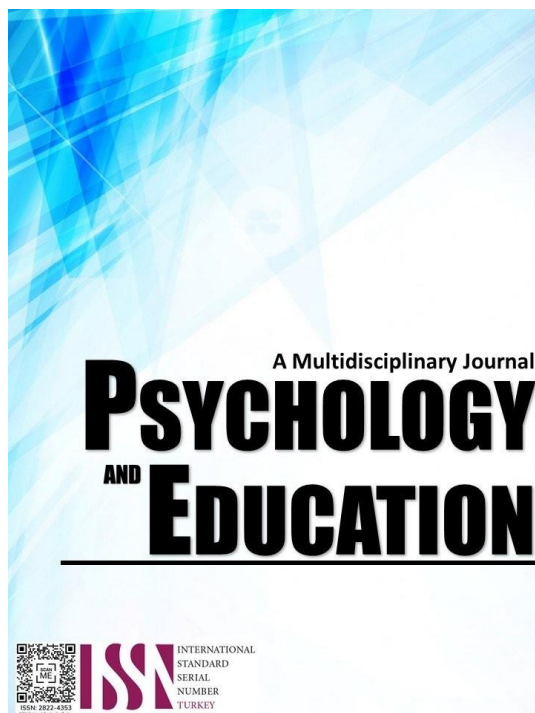


**UNDERSTANDING THE EXPERIENCES OF PHILIPPINE AIR FORCE
OFFICERS ASSIGNED AT AIR EDUCATION TRAINING AND
DOCTRINE COMMAND: A PHENOMENOLOGY
OF WORK ADJUSTMENT**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 23

Issue 4

Pages: 459-478

Document ID: 2024PEMJ2170

DOI: 10.5281/zenodo.13272041

Manuscript Accepted: 07-27-2024

Understanding the Experiences of Philippine Air Force Officers Assigned at Air Education Training and Doctrine Command: A Phenomenology of Work Adjustment

Jemaica Oloroso Solayao,* German Busano Guaza
For affiliations and correspondence, see the last page.

Abstract

This qualitative phenomenology study aimed to address the experiences of Philippine Air Force officers stationed at the Air Education Training and Doctrine Command (AETDC) and their strategies for coping with challenges through in-depth interview and focus group discussion. There were ten participants for IDI and ten for FGD. For the first research question, five significant themes emerged related to the challenges faced by participants at AETDC, including adaptation, military learning curve, impact of military service, compliance and communication within the military, and ranking and length of service in the military. The second research question revealed four coping mechanisms adopted by the participants: adaptive resilience, psychological strategies in military service, collaborative support network, and creating a professional and resilient work environment. Lastly, the third research question exposed three insights from participants, namely workplace resilience, adjustments, and the dynamic and context-dependent nature of workplace strategies. The study concluded that participants shared similar challenges, coping mechanisms, and reflections, emphasizing the complex and multifaceted nature of military service and the importance of adaptive strategies for effective work adjustment.

Keywords: *criminology, Air Education Training and Doctrine Command (AETDC), air force officer, phenomenology*

Introduction

"The life of the individual only has meaning insofar as it aids in making the life of every living thing nobler and more beautiful. Life is sacred; that is to say, it is the supreme value to which all other values are subordinate." -Albert Einstein

This quote stresses the value of knowing and enhancing the lives of individuals. Understanding the experiences of the Philippine Air Force officers could contribute to the wellbeing and effectiveness of the personnel's roles at the Air Education Training and Doctrine Command. The Armed Forces of the Philippines, including the Philippine Air Force, is known for its unique and demanding work environment. Officers face many challenges, such as frequent relocation due to reassignments, long working hours, and high-pressure situations. Studying how officers adapt to these challenges is academically relevant and practically crucial for PAF leaders.

Additionally, officers in the Air Force and other military personnel worldwide frequently encounter substantial workplace problems. Factors frequently experienced include deployments, frequent traveling, lengthy workdays, and exposure to national disasters. These difficulties may significantly affect military personnel's psychological well-being and job satisfaction (Bartone, 2019; Hoge et al., 2006).

Moreover, the Philippine Air Force is essential to the nation's defense system and plays a significant role in national security. The Philippine Air Force has experienced different problems and challenges, such as geographic relocation, family separation, exposure to natural disasters, and armed combat (Grimell et al., 2019).

As a Military Training Instructor at the Philippine Air Force Officer Candidate School (OCC) stationed at the Air Education Training and Doctrine Command (AETDC), I have delivered rigorous physical and academic training to future Air Force officers. My role has involved leading early morning fitness sessions, teaching military tactics and leadership principles, and managing diverse groups of candidates. One standout experience was overseeing a high-pressure field training exercise that tested candidates' skills in a simulated combat scenario, highlighting their readiness and development. This demanding and rewarding role reinforced my commitment to excellence and deepened my appreciation for military discipline and leadership.

Furthermore, the Air Education Training and Doctrine Command (AETDC) is a specialist division in charge of training and doctrine creation. The nature of their position, the requirement for ongoing education, and the obligation to influence the direction of the Air Force may present distinct hurdles and problems to the officers assigned (Pedlar et al., 2019).

A notable research gap exists in evaluating how the Air Education and Training Command (AETC) affects Philippine Air Force officers, particularly their career progression and professional development. There is limited insight into the adaptability of AETC's training and doctrinal approaches to modern military needs and technological advancements. Additionally, research on officer satisfaction with the training, the perceived relevance of doctrine, and its integration into field operations needs to be more extensive. Researchers must also explore how cultural and contextual factors influence training experiences and doctrine application. Furthermore, the effectiveness of feedback mechanisms for refining training programs and doctrine needs a more thorough examination.

Thus, this thesis's results may have a practical impact on the Philippine Air Force. Furthermore, lessons learned from officers' lived experiences could help develop training programs, support systems, or policies that would improve work adjustment and overall job

satisfaction.

Research Questions

The study aimed to determine the experiences of Philippine Air Force officers assigned at Air Education Training and Doctrine Command: A phenomenology of work adjustment. Specifically, this sought to answer the following questions:

1. How do the participants assigned at Air Education Training and Doctrine Command (AETDC) describe their experiences during service?
 - 1.1. What are the struggles/challenges/problems they encounter during their service?
 - 1.2. How do they cope with the struggle/challenge/problem they experience?
 - 1.3. What are their insights/ recommended strategies to address work adjustment problems?

Methodology

This section presented the study's methodology, including the research design, the role of the researcher, the research participants, data collection, data analysis, trustworthiness, and ethical considerations.

Research Design

The researcher employed qualitative phenomenological research, focusing on understanding complex phenomena through rich contextual exploration. Qualitative research is a methodological approach within the social sciences and other disciplines that focuses on understanding and interpreting subjective experiences, behaviors, and social phenomena. Unlike quantitative research, which relies on numerical data and statistical analysis, qualitative research seeks to explore the depth and richness of human experiences. It embraces subjectivity, recognizing that individuals may interpret the world differently. The nature of qualitative research is often exploratory, aiming to generate hypotheses or theories rather than testing predefined ones (Flick, 2024).

Additionally, contextual understanding is paramount, emphasizing the environment in which phenomena occur. The research design is flexible and emergent, allowing for adjustments based on evolving findings. Small sample sizes are standard, as the emphasis is on depth over breadth. Data collection methods include interviews, focus groups, participant observation, and content analysis, enabling researchers to gather detailed and contextually rich information. Analysis entails recognizing patterns and themes within the data, often using approaches like thematic analysis or grounded theory. The goal is to provide rich descriptions and a holistic understanding of the studied phenomena. Qualitative research contributes valuable insights into the complexities of human behavior and social interactions, enhancing our understanding of the social world (Bhandari, 2023).

Moreover, qualitative research is a versatile and dynamic methodology that employs various techniques to explore the intricacies of human behavior, culture, and social phenomena. Researchers often interact directly with participants through interviews, focus groups, or participant observation, aiming to capture the nuances of their experiences. The approach is characterized by its subjective nature, recognizing that individual perspectives and interpretations shape reality. The design of qualitative studies is adaptable, allowing researchers to refine their methods as they uncover new insights, fostering an iterative and reflexive process. While quantitative research seeks generalizable patterns through large sample sizes, qualitative research values the depth of understanding achieved through more minor, more intensive investigations (Hennink et al., 2024).

On the other hand, phenomenological research, a specific qualitative design, focuses on exploring the nature and meaning of lived experiences related to a phenomenon. It is based on in-depth interviews or written descriptions of participants who have experienced the phenomenon. Data analysis in phenomenology aimed to identify and describe essential themes and structures in participants' stories (Phyisopedia, 2023).

Similarly, phenomenology research is a qualitative approach that delves into the exploration and interpretation of individuals' lived experiences within a specific phenomenon or context. Central to this methodology is bracketing, where researchers consciously set aside their preconceptions and biases to approach the phenomenon with a fresh perspective. In-depth interviews are a primary data collection method in phenomenology, designed to elicit detailed and open-ended descriptions of participants' experiences and perceptions. The analysis identifies common themes, patterns, and structures within participants' narratives to uncover the phenomenon's essence (Qutoshi, 2018).

Furthermore, phenomenological research emphasizes rich and comprehensive descriptions, offering readers a detailed insight into the complexities of the participants' experiences. The intentional nature of consciousness is a crucial consideration, acknowledging that individuals are inherently directed toward something in their experiences. The concept of epoch, or phenomenological reduction, involves setting aside assumptions to explore the phenomenon. Phenomenology seeks to identify universal themes while recognizing the uniqueness of individual experiences, contributing to a broader and deeper understanding of human phenomena. This research approach finds applications across various disciplines, including psychology, sociology, education, and healthcare, offering insights into various phenomena and enriching our comprehension of the human experience (Vagle, 2018).

This has allowed the study to provide a fine, contextualized, and participant-centered understanding of work adjustment and the

experiences of the Philippine Air Force officers. It would contribute to academic knowledge and may also lead to beneficial changes within the organization for the military.

Participants

This study utilized a purposive sampling method. I selected participants believed to provide rich and valuable data about the study and they were requested to participate. The objective was to select individuals with expertise, experience, or characteristics necessary to achieve the research objective. This approach enabled me to collect detailed information and comprehensively understand the phenomenon under study. Hence, I chose proper and eligible participants for interviews (Nikolopoulou, 2023).

This study's respondents were the Philippine Air Force Officers currently assigned to the Air Education Training and Doctrine Command. They should have direct experience or knowledge of studying the phenomenon of interest. This study excluded military personnel assigned outside the Air Education Training and Doctrine Command, enlisted personnel, and personnel who disagreed to be interviewed.

Withdrawal from the study could be done by the participant at any time and without consequences. Before the interview was conducted, the participants were informed of this. I have the right to discontinue the interview if the participants behaved unethically, such as by harming themselves or others, before or during the study. Further, I may withdraw the interview to maintain the data's integrity if the participant should breach the research procedure or acted biasedly.

Twenty (20) participants were included in the study. Ten (10) participants were interviewed for the In-depth Interview (IDI), and another ten (10) were interviewed for the Focus Group Discussion (FGD).

The key informants for this study were drawn from various units within the Philippine Air Force. Identified by informant codes, they provided invaluable insights into the experiences and perspectives of Air Force officers assigned to the Air Education Training and Doctrine Command (AETDC). Among the informants, IDI-PAFO10, IDI-PAFO1, and IDI-PAFO3 hailed from the Philippine Air Force Officer Candidate School (PAFOCS), while IDI-PAFO9 represented the Training Development Center (TDC). Additionally, IDI-PAFO5 was affiliated with the Philippine Air Force Basic Military School (PAFBMS), IDI-PAFO2 with the Philippine Air Force National Command Operations Center (PAFNCOS), and IDI-PAFO4 with the Philippine Air Force Operations Squadron (PAFOS). Furthermore, IDI-PAFO6, IDI-PAFO7, and IDI-PAFO8 were associated with the Philippine Air Force Flying School (PAFFS). Through their diverse backgrounds and roles within the Air Force, these informants offered a comprehensive range of perspectives crucial for understanding officers' experiences within the AETDC.

Additionally, the participants engaged in focus group discussions represented various units within the Philippine Air Force. Each participant was assigned an informant code for anonymity and organizational clarity. The study included participants from diverse units, including PAFOCS (Philippine Air Force Officer Candidate School), PAFBMS (Philippine Air Force Basic Military School), PAFFS (Philippine Air Force Finance Center School), PAFFC (Philippine Air Force Finance Center), OESPA (Office of the Environmental and Natural Resources Service), TDC (Training Development Center), and PAFTSS (Philippine Air Force Tactical Support Squadron). Through these focus group discussions, the study sought a thorough understanding of the experiences and viewpoints of Air Force personnel from various operational and administrative backgrounds within the Philippine Air Force.

Data Collection

To collect the data required for this study, the following steps were observed:

First, I wrote a letter to the Command, Air Education Training and Doctrine Command. Upon receiving approval, I conducted the interviews. After the letter request was approved, I visited the participants' offices to inform them of my intent to conduct the interview. I obtained their permission/consent for the interview and recording. I also coordinated with them to find the most convenient schedule for the interview.

To ensure the data's reliability, I secured the participants' approval to record the full interview for transcription and transparency. To ensure complete understanding, I read each question twice, loud and clear. Participants were given ample time to think about and reflect on their answers. Additionally, I referred to participants by their codenames or pseudonyms to ensure confidentiality throughout the interview (Heaton, 2021).

I transcribed the recorded interviews and converted them into written form. These transcripts were made available to participants to reflect their perspectives accurately. The data were then examined by looking for patterns and analyzed to explain the implications of the identified patterns (Bhat, 2023). After transcribing and interpreting, results and conclusions were provided.

Data Analysis

The data was read and analyzed through narrative analysis, which focused on the structure and content of the story narratives. The researcher examined how participants constructed and communicated their experiences through storytelling, which is especially useful when exploring stories or experiences.

Thematic analysis was also used to determine the collected data. This is a method of analyzing qualitative data. The focus is on identifying, analyzing, and interpreting qualitative data patterns. It is applied to texts such as interviews or transcripts, wherein the researcher carefully examines the data to identify recurring themes, ideas, and semantic patterns. Further, this is an excellent approach to this research, wherein it seeks to explore people's views, opinions, knowledge, experiences, and values from data such as interview transcripts and interview responses (Villegas, 2023).

Ethical Considerations

There was a primary ethical consideration that had distinct implications for this quantitative research. These issues and concerns might arise mainly from the methodology involved in this study. The ethical challenges in this research concern the issues of the proper operation of the study, confidentiality, and anonymity. This study followed the guidelines for ethical considerations set by the RMMC Ethics and Review Committee, especially when it came to the population and data, which included, but were not limited to:

Voluntary Participation. The option to participate was given to the participants without any mention of a plan for consequences, compensation, or lost benefits. After explaining the goals and advantages of the study to the participants, their rights to contribute to the body of knowledge were therefore carefully considered and anticipated. Participants in this study were not coerced into taking part. If they become uncomfortable while participating in the study, they can stop.

Privacy and Confidentiality. Participants had the right to privacy, which should not be violated without their informed consent to conform to the existing Data Privacy Act 2012, an act protecting the fundamental human right to privacy. One way of observing privacy and confidentiality in this quantitative research is to give participants options for not indicating their names on the survey questionnaire. Besides, confidentiality and privacy were maintained by not publishing the demographic data of the informants, such as their age, gender, occupation, employment, and disease, if any. Hence, their identity was kept confidential for safety purposes.

Informed Consent Process. The goals, methods, and benefits of the research were explained to the participants who took part in the study as thoroughly as possible within the scope of the study. I obtained the participant's consent, indicating their voluntary participation in written form. It informed the participants everything they needed to know about the survey and how it was done. The participants were asked to affix their signatures to the informed consent form, confirming that they voluntarily agreed to participate in the survey. Since the people who answered the survey were adults who could consent, there was no need to ask their parents for permission.

Also, all the information I gathered was safe and would only be shared with people who gave their informed consent. Thus, participants felt they were in charge of their data, making them less worried that it would be used in a way they did not want.

Recruitment. The participants were informed of why they had become part of the study. So that the participants could understand the study, I told them why it was being done. This helped the participants figure out what the study was really about. Apart from the letter, I gave the study's rationale and significance.

Risks. In this study, it was just as essential to keep the people taking part from getting hurt. The study prioritized the welfare of the participants. Furthermore, the participants' identities were confidential. Their security and safety were of the utmost concern. As the researcher, I had to ensure that the survey participants were physically, emotionally, and socially ready.

Benefits. The experiences of Philippine Air Force officers stationed at the Air Education Training and Doctrine Command (AETDC) offer invaluable benefits, including enhanced skills and knowledge, leadership development, specialized expertise, networking opportunities, contribution to doctrine and training development, career advancement prospects, and institutional knowledge transfer. These experiences not only foster individual growth but also contribute to the overall operational effectiveness and readiness of the Air Force.

Plagiarism. The study had no trace or evidence of misinterpretation of someone else's work. As a researcher, I needed to have positive character and integrity, which are associated with moral virtues and values. To write a credible research paper, I must know more about plagiarism.

Fabrication. The study had no indication or cue of a purposeful misinterpretation. There was no fabrication of data or results, nor was there any deliberate presentation of false conclusions. I used and combined information and other inferential theories.

Falsification. The study had no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and no evidence of overclaiming or exaggeration. Likewise, this study did not adhere to manipulating the data, which involved formulating statements or disregarding important details, maneuvering materials, tools, or methodologies that would mislead others.

Conflict of Interest (COI). The study had no trace of a conflict of interest. More importantly, the disclosure of COI is a set of conditions under which professional judgment concerning primary interests is exercised. Also, I had no power or control over the people who participated in the study, so they were not forced to do so.

Deceit. The study had no trace of misleading the participants about any possible danger. There was much protection for the rights of the people who participated in this study, especially since they had gone to college, so fair and reasonable rules were followed.

Permission from Organization/Location. As a researcher, I have followed protocols throughout the study. The first step was getting permission from the panelists, the adviser, and the RMMCERC committee to collect data. The study began with a formal request for permission addressed to the Command of the Air Education Training and Doctrine Command. Upon approval, the researcher conducted interviews with participants. Before each interview, the researcher visited the participants' offices to inform them of the intent and obtained consent for the interview and recording.

Authorship. I am a current student at the RMMC Graduate School. Based on my adviser's suggestion, I made many changes to this thesis manuscript. Furthermore, my adviser guided me until the completion of this paper, making the refinement of the paper possible. I also followed the standards of the RMMC Ethics Review Committee for guidelines on ethical considerations.

Results and Discussion

This qualitative phenomenological study aimed to learn more about the participants' challenges, coping mechanisms, and reflection amidst the pandemic. The outcomes interviews were also given in this study. Each participant was disguised with a pseudonym to protect the chosen respondents' identities and privacy.

Description of Participants

The study's IDI key informants played critical roles within various military units, offering insights into military training and education. Among them, IDI-PAFO10 stood out as a Colonel with 22 years of service, serving as a Military Training Instructor within PAFOCS. Another noteworthy informant, IDI-PAFO9, held the position of Strategic Management Officer (SMO) in the TDC unit, holding the rank of 1LT with five years of service. PAFOCS was represented by IDI-PAFO1 and IDI-PAFO3, both 2LTs with 2 and 1 year of service, respectively, in the role of Military Training Instructors. The PAFBMS unit contributed IDI-PAFO5, a 2LT with two years of service as a Military Training Instructor. IDI-PAFO2 and IDI-PAFO4, both 2LTs, served as Course Directors in the PAFNCOS and PAFOS units, with 2 and 3 years of service, respectively. Additionally, IDI-PAFO6, IDI-PAFO7, and IDI-PAFO8 were identified as Student Pilots in the PAFFS unit, each holding the rank of 2LT with two years of service.

On the other hand, the study's focus group discussion (FGD) involved a diverse set of participants, each contributing a unique perspective based on their roles within different military units. Among the participants, FGD-PAFO3, a 31-year-old male, serves as an Instructor Pilot in the PAFFS unit with seven years of experience. In contrast, FGD-PAFO8, a 25-year-old female, holds the position of Doctrines Officer in the TDC unit with just one year of service. The group also included Military Training Instructors from PAFOCS and PAFBMS—FGD-PAFO1, FGD-PAFO2, and FGD-PAFO5—representing both genders and varying lengths of service. Additionally, roles such as School Secretary (FGD-PAFO4), Director for Logistics (FGD-PAFO6), Assistant Director for Administration (FGD-PAFO7), Student Pilot (FGD-PAFO9), and Maintenance Officer (FGD-PAFO10) added further diversity to the discussion. Including individuals from different units and varied positions enriched the dialogue, providing a holistic understanding of military training, administration, and logistics. The participants, with their distinct experiences and backgrounds, contributed to a comprehensive exploration of the study's focus areas.

Categorization of Data

This part presents the analysis of themes through data categorization, including the challenges, coping, and reflection of ALS students amidst the pandemic.

3.1. Challenges of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)

Table 1 presents the challenges of the participants assigned to the Air Education Training and Doctrine Command (AETDC). This study discussed five challenges. The table describes the essential themes gathered about the participants' challenges. Moreover, core ideas were presented based on the participants' responses.

Continuous Adaptation and Adjustment. The participants in the discussions underscored the pervasive theme of adaptation within the military context, emphasizing the continuous need for adjustment across various dimensions. From addressing training gaps, cultural diversity, and personal sacrifices to managing multiple roles and reconciling tradition with change, military personnel exemplify a dynamic adaptive mindset. Instances of adjusting to different unit cultures, overcoming challenges in going home, handling multiple assignments, dealing with misalignment between courses, and tasking further highlight the versatility required in military service. The multifaceted nature of adaptation was evident in the participants' experiences, extending to maintaining physical fitness, effective time management, and pursuing personal aspirations amid challenges.

During training, aside from air power and the likes, we are taught about the different units which we are most likely to be deployed. Yet I believe *di sya ganun ka in-depth. By that, just like sa PMA, dapat may certain phase din tayo wherein kung saan man tayo maassign after training is dapat dun tayo pinapaOJT, hindi dun sa kung saan-saan lang.* (IDI-PAFO1, lines 4-8)

During training, in addition to air power and the like, we are taught about the units to which we are most likely to be deployed. However, more is needed. In PMA, we should have a particular phase wherein we will have OJT under the unit to which we will be deployed after training, not just to random units.

I have many things I want to accomplish, but I can only achieve some of them simultaneously. (IDI-PAFO9, lines 31-32)

Same rin kay mate Jam. Mahirap umuwi lalo na 't taga Visayas ako, minsanan lang yung uwi kasi may hawak kaming estudyante. Hindi naming pwedeng pabayaang yung mga estudyante gawa ng mga trainee pa sila at kaunti lang ang personnel ng PAFBMS. Kargo namin if ever man na may mangyari sa kanila. (FGD-PAFO2, lines 452-455)

It is the same for me, just like with Mate Jam. It is challenging to go home, especially since I am from Visayas. I rarely get the chance to go home because we have students to take care of. We must ensure the students are supervised since they are still trainees, and only a few personnel are in PAFBMS. It is our responsibility if anything happens to them.

Saakin naman, as medyo senior sa kanila ng ilang taon, nakakauwi ako saamin gawa ng tagadine lang naman ako sa Batangas. Mga 20 minutes away lang siguro yung bahay naming dine pero once a month lang yung authorized na uwi ko. Mostly sa mga uwi ko ay unauthorized, pag naburnout ay take and take nalang. Madalang lang kasi talaga ang passes dine sa AETDC. (FGD-PAFO3, lines 457-461)

Being a few years older than them, I can go home because I live in Batangas. Our house is about 20 minutes away from here, but I can only go home once a month. Most of the time, my trips home are unauthorized; when I get burned out, I go. Passes are rare here at AETDC.

Military Learning Curve. Participants revealed a prevalent military learning curve experienced, characterized by early encounters with challenges and unfamiliar aspects in their military service. Key challenges included understanding complex terminologies, adapting to the expectations of higher-ranking officers, and taking on new roles like becoming an instructor or a commandant. Participants emphasized the importance of enduring criticism, maintaining composure, and learning through experiences. Adaptation to shifting work schedules, handling unfamiliar responsibilities, and navigating the sacrifices inherent in military service are recurrent themes. The narratives underscore the continuous learning and resilience needed to thrive in diverse and evolving military roles.

Nung first time kong mabullout ng direct senior natin kasi hindi nila bet that way I presided the conference nung una. Kailangan kasi maattitude ka, kailangan mo iendure yung mabullout ka ng senior, kasi as Lieutenant andami pa nating hindi alam at matutunan lang natin yun thru experience. (IDI-PAFO2, lines 46-49)

It was when our direct senior scolded me because they did not like the way I presided at the conference. It would help if you were composed and endured the pullout of seniors because, as Lieutenants, we have many things that we still do not know, and we can only learn that through experience.

Upon assignment sa AETDC, tasked na ko maging MTI. Kaso wala naman akong teaching unit o background kaya mahirap. (IDI-PAFO5, lines 60-61)

Upon assignment to AETDC, I was tasked with becoming an MTI. However, I do not have any teaching experience or background, so it is challenging.

I already encountered this challenge upon assignment at Air Education, Training and Doctrine Command. Unlike another unit of the Philippine Air Force, wherein our weekends are rest days, here in AETDC, weekends are regular days with workloads, too. (IDI-PAFO7, lines 66-69)

Four days after nung nagka unit na ako. Dinetail agad ako as emcee sa isang event and di pa ako maalam sa ganun. So ang ending is nabullout ako ng senior. Syempre as junior, take and take lang tayo. (FGD-PAFO5, lines 497-499)

Four days after I joined the unit, I was immediately designated as the emcee for an event, even though I was not skilled. In the end, a senior scolded me. Of course, as juniors, we have to take it.

Impact of Military Service. Participants underscored the necessity for comprehensive and inclusive training to establish practical job proficiency. Interpersonal adaptability, crucial due to frequent relocations, was highlighted, alongside the significant challenge of personnel scarcity, particularly officers, affecting work dynamics and lifestyles. Concerns about a lack of professional background, especially in teaching, necessitated individual adaptations within the military, emphasizing the time-demanding nature of specific roles. The commitment to continuous learning, strategic planning, and a resilient mindset was crucial for navigating the evolving landscape of military service, as participants stress the dedication required for paperwork and the impact of diverse student backgrounds on military personnel responsibilities.

Katulad ng sabi ko kanina, yung need na pag encounter mo sa iba't-ibang ato kasi palipat-lipat ang mga sundalo. Kailangan mo talaga mag adjust sa lahat. (IDI-PAFO2, lines 80-82)

As I mentioned, we must interact with different people since we are sometimes deployed to different locations. You need to adjust to all.

Shortage of personnel. If more people in PAFBMS and enough officers were available for rotation, almost everyone could go home on weekends as long as it is recallable. (IDI-PAFO3, lines 83-85)

Our students come from different cities/municipalities and may kanya-kanyang ugali. Most especially may mga pride pa yan, kaya sila naga undergo ng training is for them to be able to lower down their pride and be able to absorb kung ano man yung dapat nilang matutunan such as discipline, character, and knowledge about the military. (FGD-PAFO4, lines 504-508)

The students come from different cities/municipalities, each with their personalities. Most significantly, some of them still have their pride, so they undergo training to lower it and be able to absorb whatever they need to learn, such as discipline, character, and military knowledge.

Compliance and Communication within the Military Environment. This theme encapsulated the complexities faced by the participants. Instances of misunderstood orders, communication breakdowns, conflicting responsibilities, and personal sacrifices highlight the importance of clear and precise communication. The theme also touched on challenges related to health and dietary choices within the military setting. Additionally, discussing traditional disciplinary practices versus modern methods emphasizes the ongoing tension and adaptation required in military practices.

As an instructor, importante na maconvey ko yung mga thoughts na gusto ko ituro. Kaso di ko alam yung proper technique kasi wala naman akong knowledge sa knowledge sharing. (IDI-PAFO5, lines 129-131)

As an instructor, I need to convey the thoughts I want to teach. However, I need to learn the proper technique because I need to gain knowledge in knowledge sharing.

During my first days at AETDC, I always thought that leaving the base would be easy as long as I remember any moment. Especially since I live minutes away from Fernando Air Base, which houses the Air Education, Training, and Doctrine Command. (IDI-PAFO7, lines 137-140)

Another instance pa nung pinag attend ako sa CMO activity ng unit. Since hindi ako ganun kagalingan pa sa pagdeliver ng speech, nahihya talaga ako. But I was pushed through kasi walang ibang available speaker kundi ako lang. Luckily, I was able to deliver a good speech and was praised by my senior. (IDI-PAFO8, lines 141-144)

Another instance was when I was required to attend a unit CMO activity. Since I was still gaining confidence in delivering speeches, I felt shy. However, I was the only available speaker, so they pushed me through. Luckily, I delivered a good speech and my senior praised me.

Kapag naoverwhelm na ako sa dami ng compliances naming is nagrereest muna kami saglit with my personnel, tapos magmeeting kami regarding delegation task para well-distributed yung work namin. (FGD-PAFO6, lines 530-532)

When I become overwhelmed by the volume of our compliances, my personnel and I take a short break, and then we meet regarding task delegation to ensure that our work is well-distributed.

Ranking and Length of Service in Military. Participants highlighted the nuanced difficulties individuals face in their military roles. Junior officers, especially those with lower ranks, experienced a disproportionate workload and responsibility. As individuals progressed in rank and accumulated more years of service, they encountered a shift in dynamics, with senior officers enjoying privileges and shouldering increased responsibility. The length of service emerged as a shared challenge, influencing training experiences and exposing individuals to evolving regulations.

The challenges I encountered are not centric to any factors. It varies definitively depending on instances. *Kunwari is sa role ko as MTI or Training Instructor, and as someone na 2LT pa ang rank, most junior tayo sa Officers' Corps so sa atin lahat ng trabaho, at sa satin lahat ang sisi. (IDI-PAFO1, lines 155-158)*

The challenges I encountered are not centric to any factors. They vary definitively depending on the situation. For instance, in my role as an MTI or Training Instructor, and as someone with a 2LT rank, we are the most junior in the Officers' Corps; therefore, all the workload and the blame are on us.

Yung work natin is nagdedepende sa kung anong ranggo natin. Mas mataas ang rank at mas matagal sa serbisyo is mas konti ang work pero ang burden ng responsibility is sa kanila. Tho more on overseer lang sila. Sa atin naman is sa atin lahat binababa ang trabaho pero yung credit sa taas. (IDI-PAFO2, lines 159-162)

Our work depends on our ranks. The higher the rank and length of service, the lesser the workload, workload, but the burden of responsibility is theirs. As for us, we are the doers of almost all the work, yet the credit is theirs.

Yes, there is. May pros and cons ang pagiging senior. May better privileges but bigger responsibilities sila. As to role, rank and length of service, mas matagal sa serbisyo mas maalam sa trabaho. Mas mataas ang rank mas may authority over others. As to role, may ibang role na mahirap, meron ding madali. Depende lang din kung ano yung forte mo at kung paano mo gawin or iapproach yung trabaho mo. (FGD-PAFO3, lines 535-540)

Yes, there is. Being a senior has its pros and cons. Although they enjoy great privileges, they also have greater responsibilities. Regarding role, rank, and length of service, the longer someone has been in service, the more knowledgeable they are about the job. A



higher rank means more authority over others. Concerning roles, some are challenging, while others are easy. It depends on your strengths and how you approach your work.

Table 1. *Struggles/Challenges/Problems of Participants Assigned at Air Education Training and Doctrine Command (AETDC)*

<i>Cluster Themes</i>	<i>Emergent Themes</i>
They express the need for ongoing adaptation, citing instances such as the inadequacy of training in preparing them for the diverse challenges they encounter in their assigned units. Emphasizes the importance of having a structured on-the-job training (OJT) phase aligned with their post-training deployment to enhance their preparedness. This difficulty in going home and the impact of multiple assignments on officers underscore the continuous need for flexibility and adaptation. Misalignment of their academic background with their assigned tasks. The complex nature of work schedules and the struggle for the work-life balance. Difficulty in understanding service terminologies, presiding over conferences as a junior officer, or being tasked with teaching responsibilities. The need to endure criticism, adapt to unfamiliar roles, and navigate through assignments. Take on challenges and learn through practical experiences. Balancing multiple roles and responsibilities such as being a commandant, where the transition from a subordinate role involves weighing various factors. We must establish the inclusiveness of the actual job performed during training. The need to interact with different people. Shortage of personnel. The quota for officers is limited. Adhering to military protocols and ensuring effective communication within the dynamic military setting. Being scolded during a conference due to a technical glitch. Misjudging the requirements for leave and passes. The lack of knowledge in knowledge-sharing techniques becomes a hindrance. Multitasking and compromising attention during video teleconferences (VTCs). Participants note that as junior officers, particularly with a 2LT rank, they often find themselves handling a significant workload and being held accountable for various tasks within the Officer Corps. Seniors enjoy privileges and have authority over others, but they also bear greater responsibilities. They are expected to bear a heavier burden of work due to their junior status. Seniors often leave their workload to juniors, who, in turn, accept additional tasks as part of their professional growth.	<p>Continuous Adaptation and Adjustments</p> <p>Military Learning Curve</p> <p>Impact of Military Service</p> <p>Compliance and Communication within the Military Environment</p> <p>Ranking and Length of Service in Military</p>

3.2. Coping Mechanism of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)

Table 2 presents the coping mechanisms of the participants assigned to the Air Education Training and Doctrine Command (AETDC). This study discussed four challenges. The table describes the essential themes gathered about the participants' coping. Moreover, a cluster theme was presented based on the participants' responses.

Adaptive Resilience. Participants highlighted asking advice from experienced peers, embracing professional responsibilities as learning opportunities, staying productive amid constraints, utilizing resources strategically, prioritizing health, cultivating a positive outlook, and taking the initiative for positive changes. The common thread was a proactive and adaptive approach to address the complexities of military service, promoting personal growth, job satisfaction, and resilience.

Asking or soliciting advice from upperclassmen with the same experience gave me confidence that it is okay to make mistakes. *Marami naman dyang willing tumulong*, you just have to approach them. (IDI-PAFO1, lines 188-190)

Asking or soliciting advice from upperclassmen with the same experience gave me confidence that it is okay to make mistakes. Many are willing to help; you only have to approach them.

Hingi lang ng tulong sa upperclass. Madalas kasi sila lang din yung may experience sa ganito and may knowledge na sila sa mga ganitong bagay. Hingi lang ng tips and tricks ba. (IDI-PAFO5, lines 201-203)

I am just seeking help from upperclassmen. Often, they have experience in this and knowledge about these things. I am just asking for tips and tricks.

Kapag namimiss ko yung family ko from Zamboanga is vinevideocall ko nalang sila. Minsan naman lumuluwas sila from Zambo papunta rito kasi lagi namang may lipad ang aircraft natin from Zambo to Villamor. (FGD-PAFO1, 557-559)

When I miss my family in Zamboanga, I just video call them. Sometimes, they also travel from Zamboanga to here because our aircraft regularly flies from Zambo to Villamor.

Psychological Strategies in Military Service. Participants revolved around adopting a positive mindset, leveraging support from seniors,

and implementing practical problem-solving approaches. Participants emphasized the importance of embracing their oath, maintaining high morale, and prioritizing emotional well-being through healthy lifestyle practices. Facing fears, balancing work and life, and perceiving challenges as opportunities for growth contribute to a resilient and adaptive psychological outlook.

Facing my fear of public speaking, *nagfofocus ako sa pagbuild ng confidence through gradual exposure and positive self-talk.* (IDI-PAFO8, lines 251-252)

Facing my fear of public speaking, I focus on building my confidence through gradual exposure and positive self-talk.

I cultivate a positive mindset, perceiving the task as a chance for professional development. Emotionally, I approach it with dedication, understanding that comprehensive reading enhances the precision and efficacy of our work. (IDI-PAFO9, lines 253-256)

Nung sibilyan pa lang ako sa Manila na talaga ako nagwowork, sanay na akong away from the family. Kaya nung nagtransition ako sa military life is medyo madali nalang sakin. (FGD-PAFO2, lines 574-576)

As a civilian working in Manila, I had already become accustomed to being away from my family. So, when I transitioned to military life, it became relatively more straightforward for me.

As for me, kelangan talaga yung composure. Kapag nabullout ka dapat intindihin mo na ginagawa yun ng senior mo for you to grow, hindi para pagalitan ka lang. Lahat may purpose. (FGD-PAFO5, lines 577-579)

Composure is essential for me. When you are assigned additional tasks, you need to understand that your seniors are doing them for your growth, not just to reprimand you. Everything has a purpose.

Collaborative Support Networks. Participants underscored the pivotal role of collaborative support networks in military service, encompassing peers, senior officers, and various resources. The military environment provided psychological aid seminars, healthcare access, and recreational activities, contributing to the well-being of service members. Support from colleagues and superiors was crucial for emotional and professional challenges, fostering a sense of camaraderie and mutual learning. Authority figures played a role in stress management, while organizational support and solidarity contribute to a cohesive military community. The emphasis on public anxiety relief, self-confidence promotion, and leadership initiatives, such as Commandant's Time, highlighted the multifaceted nature of collaborative support networks, enhancing resilience and morale within the military setting.

It is great to have peers, senior officers, and proper education to properly assess my needs and the proper *actions I must take. It is of big help talaga na you have people around you since sila yung karamay mo sa lahat.* (IDI-PAFO1, lines 266-268)

It is great to have peers, senior officers, and proper education to assess my needs and take the proper actions. It is really of immense help that you have people around you since they are the ones who will empathize with you.

Emotional support from seniors and personnel reinforces a positive work environment, especially in our work mainly focused on reading. We are fostering motivation and resilience in the face of challenging reading responsibilities. (IDI-PAFO9, lines 279-281)

Good thing sa air force meron tayong psche seminars lagi, at meron din tayong ospital na libre. Marami din tayong classmates na pwedeng masandalan in terms of sadness or kahit ano pa yan. (FGD-PAFO3, lines 583-586)

The good thing about the Air Force is that we always have psychological seminars and a hospital that provides free services. We also have many classmates whom we can rely on regarding sadness or anything else.

Yung emotional support from others is needed sa work natin, especially guidance sa taskings considering na mostly zero knowledge paayo kasi kakagraduate lang natin. (FGD-PAFO5, lines 590-592)

Emotional support from others is needed in our work, especially guidance in our tasks, considering that we mostly have zero knowledge since we recently graduated.

Professional and Resilient Work Environment. The participants revolved around the significance of fostering a professional and resilient work environment. Rest and recreation schemes, collaboration with knowledgeable personnel, and workload-sharing mechanisms contribute to the well-being of individuals within the organization. They highlight compassion as a critical approach to addressing challenges at both strategic and tactical levels. They saw lessons from upperclassmen and support systems within the unit as valuable resources. The organization was vital in addressing life struggles, promoting motivation, and facilitating skill development. Emotional support from seniors and colleagues created a positive atmosphere, fostering a humane and inclusive society within the military context. The organization's adaptability to emerging needs underscored its commitment to accomplishing missions and supporting personnel.

Emotional support from seniors and colleagues creates a conducive and positive atmosphere, particularly in TDC, wherein we are mainly involved in heavy reading. (IDI-PAFO9, lines 333-335)

As an organization, the Armed Forces of the Philippines and the Philippine Air Force create a humane society inclusive of all, regardless of identity, generation, and background. As long as it helps accomplish the mission, the organization will adjust itself to the emerging



needs of the nation, people, and personnel. (IDI-PAFO10, lines 336-340)

Kung wala namang major activities sa school or sa whole unit mismo is pumapayag naman si Commandant na magpasses/leave kaming mga personnel given na may maiiwan pa rin na duty sa mga estudyante at nagagawa pa rin ang mga compliances. (FGD-PAFO1, lines 601-604)

Suppose there are no significant activities in the school or the entire unit. In that case, the Commandant allows us, the personnel, to take passes or leaves, provided that someone remains on duty for the students and that we can still accomplish our responsibilities. (FGD-PAFO1, lines 600-603)

Support from the organization or sa mga workmates mo provides you with guidance and a conducive environment to learn and grow professionally. (FGD-PAFO6, lines 605-607)

Support from the organization or your workmates provides you with guidance and a conducive environment to learn and grow professionally. (FGD-PAFO6, lines 604-606)

Support mechanisms from seniors, such as mentorship and open communication, help enhance the skills and resilience of individuals regardless of kung ano mang rank mo.

Table 2. *Coping Mechanism Participants Assigned at Air Education Training and Doctrine Command (AETDC)*

<i>Cluster Themes</i>	<i>Emergent Themes</i>
Importance of seeking advice and mentorship from more experienced individuals, especially upperclassmen.	Adaptive Resiliency
The mindset embracing challenges and viewing them as opportunities for growth and learning.	
Strict adherence of their work circumstances and emphasize the importance of being grateful.	
Familiarity with working under pressure and maintaining stability.	Psychological Strategies in Military Services
Importance of viewing challenges as part of their service and remembering the oath they took.	
Acknowledge the psychological impact of challenging situations.	
Maintaining a strict diet, engaging in regular exercise, and managing stress.	
Face personal fears, such as public speaking.	
Perceive tasks as opportunities for growth and comprehensive reading.	Collaborative Support Networks
Perceive tasks as opportunities for growth and comprehensive reading.	
The presence of peers, senior officers and proper education.	
The availability of socials and rest and recreation activities.	
They find comfort in their authority over subordinates and address emotional challenges adequately.	
Emotional support from colleagues is considered vital.	
Seniors and personnel provide emotional support, instrumental in maintaining a positive work environment.	
Personnel provide invaluable support, especially when seeking guidance.	Professional and Resilient Work Environment
Instructors actively engage in workload distribution when colleagues are on leave or passes.	
Importance of supporting each other in the absence of significant changes at the strategic level.	
Organizational support within the unit is stressed.	

3.3. *Insights of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)*

Table 3 presents the insights of the participants assigned to the Air Education Training and Doctrine Command (AETDC). This study discussed three challenges. The table describes the essential themes gathered about the participants' insights. Moreover, a cluster theme was presented based on the participants' responses.

Workplace Resilience. Participants emphasized the importance of workplace resilience, highlighting the need for a multifaceted approach to navigate work-related challenges effectively. Key elements included incorporating rest, recreation, and social events for balance, utilizing motivational quotes, and a proactive stance in seeking help for personal coping. The collaborative aspect involves seeking support from colleagues, especially those with more experience, contributing to a shared responsibility within the workplace. A holistic approach includes proposals for psychological and emotional training in military education, reinforcing the significance of mental well-being in building resilience. Additionally, seeking guidance from seniors, taking calculated risks, and actively cultivating self-confidence were crucial components of individual coping strategies.

Help from colleagues, especially upperclassmen. Yun talaga yung best thing na gawin kung need ng tulong. (IDI-PAFO5, lines 396-397)

Get help from colleagues, especially upperclassmen. That is the best thing to do when you need it.

Military men's training must include psychological and emotional assessment and development to prepare them for these workloads. There are already existing protocols regarding this matter; however, we should further develop this. (IDI-PAFO7, lines 402-405)

Minimal lang naman. Minsan during conference is inaantok ako gawa ng nagovertime ako minsan pag gabi para tapusin yung mga

compliances. Ang ginagawa ko nalang is umiinom ako ng strong coffee at kinukurot ko sarili ko during conference. (FGD-PAFO2, lines 616-619)

It is minimal. Sometimes, I feel sleepy during conferences because I work overtime at night to complete compliances. I drink strong coffee and pinch myself during the conference.

Nagkaroon ng sudden change sa event na gustong mangyari ni Commandant. In response, nag-usap usap kami last minute, and nag come up ng alternative approach that aligns with the current situation. (FGD-PAFO5, lines 620-622)

The Commandant's plan for the event suddenly changed. In response, we discussed it at the last minute and devised an alternative approach that aligns with the current situation.

Adjustments. Participants emphasized either completing all work before deadlines or distributing tasks among colleagues. Implementing work-sharing, delegation, and appointment strategies manages workloads in personnel shortages. Adapting to constraints, such as limitations on leaving the base, becomes a pertinent coping strategy involving utilizing delivery services and minimizing outings. Additionally, the significance of adaptive strategies was underscored, particularly in the context of overwhelming reading materials. Prioritizing tasks based on urgency also involves prioritizing tasks reflecting a flexible and adaptive approach to handling work-related demands.

Iyun lang, either tapusin lahat ng work before passes, saluhin ng mga kasama yung work na pwede naman nila magawa. (IDI-PAFO3, lines 393-394)

That is it: either finish all the work before taking passes or have your colleagues handle the tasks they can manage. (IDI-PAFO3, lines 393-394)

In terms of *kakulangan* ng personnel, work-sharing, delegation, and appointment *ang talagang* effective for me. (IDI-PAFO4, lines 392-393)

Regarding personnel shortage, work-sharing, delegation, and appointment are adequate.

nagpapadeliver nalang ako sa grab pabili, or bumibili ako sa canteens pero madalang lang ng cooked veggies. Okay lang din naman na di masyadong lumalabas ng base para makatipid din at less gala. (IDI-PAFO6, lines 399-401)

As I mentioned, since we are allowed to leave the base infrequently, I opt for Grab Pabili or buy from the canteens, though the choices for cooked veggies are limited. Going out only a little is okay to save money and have fewer outings.

When faced with overwhelming volumes of reading materials, I adapted by prioritizing tasks based on urgency. (IDI-PAFO9, lines 409-410)

We take advice from our seniors; *at sabi nila*, in order to survive military service, you must have a passion and a deep sense of commitment to work. (FGD-PAFO1, lines 628-632)

We take advice from our seniors, who say one must have a deep passion and commitment to one's work to survive in military service.

Kelangan mo lang talaga hanapin yung strategy na magwowork sayo. Iba-iba naman kasi tayo ng way of coping sa mga bagay. Pwede ka rin naman mag seek ng help sa mga colleagues mo any time. (FGD-PAFO3, lines 633-635)

It would help if you found the strategy that works for you. We all have different ways of coping with things. You can also seek help from your colleagues anytime.

Dynamic and Context-Dependent Nature in the Workplace. Participants highlighted the importance of adaptability and the absence of a one-size-fits-all approach to addressing work-related challenges. The common thread was the recognition that different strategies, whether finishing all tasks before deadlines, seeking help from seniors, or prioritizing psychological capacity, were not universally ranked in effectiveness. Instead, their impact depended on the problem's urgency and the specific context they applied. The emphasis was on a flexible and nuanced evaluation of strategies, with considerations for the unique nature of each challenge.

Una talaga character, marunong ka dapat makisama, maalam ka dapat sa trabaho mo or kung hindi ka pa maalam dapat willing ka to learn. Pangalawa, wag ka mahiyang magtanong sa mga senior. Mas mabuting tanong ka ng tanong, kaysa pakunwari kang maalam ka pero hindi naman. (IDI-PAFO2, lines 419-422)

Firstly, character. You should know how to mingle with different people and be competent in your work; if you need to, you should be willing to learn. Secondly, I want to be proud to ask senior officers questions. It is better to ask questions always rather than act like you know everything, which you do not.

For me mas effective ang tapusin lahat ng work before passes. Iyun yung ginagawa ko palagi and it works for me. (IDI-PAFO3, lines 423-424)

Finishing all the work before taking passes is more effective. I always do this, and it works.

Common themes usually revolve around building confidence through continuous practice and mentorship. (IDI-PAFO8, lines 438-439)

Common themes usually revolve around building confidence through continuous practice and mentorship.

Firstly, it involves appropriately assigning the reading of doctrines to individuals, ensuring tasks are given to the suitable personnel, allowing them breaks for relaxation, and consistently monitoring the team's morale. Lastly, the guiding principle is "mission first, morale always. (IDI-PAFO9, 440-443).

Table 3. Insights Participants Assigned at Air Education Training and Doctrine Command (AEDTC)

<i>Cluster Themes</i>	<i>Emergent Themes</i>
Rest and Recreation. Bringing motivational quotes to the workplace and applying them to task is suggested. Seeking support. Rest and recreation, coupled with quarterly socials. Managing task by either completing them before taking passes or delegating them to colleagues. Incorporating psychological and emotional assessment and development in the training of military personnel. Completing all work before deadlines or distributing tasks among colleagues. Implementation of work sharing delegation and appointment strategies. The significance of adaptive strategies. Prioritizing tasks based on urgency. The importance of adaptability and the absence of a one-size-fits-all approach to addressing work related challenges. The urgency of the problem and the strategy you will use. Prioritize the effectiveness of it based on their impact on my medical results and PFT amidst work. Ensuring tasks are given to the suitable personnel, allowing them breaks for relaxation.	<p>Work Resilience</p> <p>Adjustments</p> <p>Dynamic and Context-Dependent Nature in the workplace</p>

Discussion

This section summarizes the discussion, recommendations for future researchers, and concluding remarks.

There were three research questions in this study; for the first research question, five significant themes emerged from the data collected on the challenges of participants assigned at Air Education Training and Doctrine Command (AETDC); for the second research question, four significant themes emerged from the data collected based on how they cope up with their challenges; while there were three themes emerge on the insights of the participants; results show that the participants have similar challenges, ways of coping, and reflect with the challenges.

Challenges of Participants Assigned at Air Education Training and Doctrine Command (AETDC). Five major themes emerged from the data collected on the challenges faced by participants assigned at Air Education Training and Doctrine Command (AETDC): adaptation, military learning curve, impact of military service, compliance and communication within the military environment, and ranking and length of service in the military.

Adaptation. The theme of adaptation was prominent in the participants' discussions, encompassing various aspects of military life. From training gaps to cultural diversity, managing personal sacrifices, handling multiple roles, and balancing tradition with change, military personnel constantly need to adapt. The participants emphasize the necessity for continuous adjustment in skills and knowledge acquisition and aligning with the diverse cultures encountered during assignments. Challenges related to going home, multiple assignments for officers, and misalignment of courses with tasking underscore the adaptability required in dealing with dynamic situations.

Additionally, the importance of maintaining physical fitness, effective time management, and pursuing personal aspirations amidst challenges reflects the multifaceted nature of adaptation. The participants acknowledge that successful military service demands a versatile approach, recognizing the ever-evolving nature of the profession and the need to navigate diverse environments, responsibilities, and expectations. The real-life examples provided, such as difficulty in going home, multiple assignments, and the struggle for work-life balance, further illustrate the continuous adaptation process faced by military personnel in fulfilling their duties and responsibilities.

This assumption parallels the study of Oprins et al. (2018), which delves into the challenges of military life, emphasizing the need for continuous adjustment. They highlight the dynamic nature of military service, stressing that adaptation goes beyond skills and knowledge acquisition to include alignment with diverse cultures encountered during assignments. Furthermore, on the multifaceted nature of adaptation, this study discusses the significance of maintaining physical fitness, effective time management, and pursuing personal aspirations amid challenges. It also recognizes that successful military service demands a versatile approach, acknowledging the evolving nature of the profession.

Military Learning Curve. The participants in the discussions highlighted a consistent theme of a military learning curve, where early

experiences involved overcoming challenges and navigating unfamiliar aspects of military service. Key challenges include understanding military terminologies, such as different personnel statuses, adapting to the expectations of higher-ranking officers, and acclimating to new roles, such as becoming an instructor or a commandant. Participants mention grappling with the abundance of Air Force jargon related to security matters, reflecting the need for a thorough understanding of service-specific language. Learning to endure criticism and maintain composure, especially when presiding over conferences as a junior officer, is essential to the learning curve. Challenges arise when tasked with new responsibilities, such as becoming a Military Training Instructor (MTI) without prior teaching experience. The shift in work schedules upon assignment to the Air Education, Training, and Doctrine Command (AETDC) introduces another dimension to the learning curve, requiring adaptation to a different routine. Furthermore, the participants shared personal experiences of being assigned roles that demand specific skills they may not possess initially, leading to a learning process through on-the-job experiences.

This assumption parallels the study of Nindl et al. (2018) that focuses on the challenges faced by junior officers during their initial experiences in the military, which underscores the difficulties associated with understanding military terminologies, adapting to the expectations of higher-ranking officers, and acclimating to new roles. It also highlights the crucial aspect of language acquisition, pointing out that a thorough understanding of service-specific jargon is essential for effective communication and integration into the military community. Furthermore, research on the experiences of junior officers recognizes the significance of emotional resilience in the face of challenges, aligning with the participants' discussions about presiding over conferences and handling responsibilities as junior officers. Moreover, the learning process through on-the-job experiences emphasizes the adaptive nature of military roles.

Impact of Military Service. As articulated by participants, the impact of military service encompasses various challenges and dynamics. More inclusive and comprehensive training is highlighted, particularly in establishing practical job experiences during training. Interpersonal adaptability is deemed crucial due to the frequent relocations of military personnel. The scarcity of personnel, especially officers, is a significant challenge affecting work-related dynamics and lifestyle. We address concerns about a need for a more professional background, specifically in teaching, and the need for individual adaptations and support systems. They also underscore the time-demanding nature of specific military roles, limiting opportunities for pursuing further education or changing designations. The ongoing need for supervision and students' diverse backgrounds and attitudes add complexity to the responsibilities of military personnel. The experiences highlight the dedication required for the demanding paperwork, emphasizing leadership styles' significance in shaping the work environment.

This assumption parallels the study of Pedlar et al. (2019), who emphasize the critical need for inclusive and comprehensive training programs and the importance of practical job experiences during training, recognizing that exposure to real-world scenarios enhances the preparedness of military personnel for the complexities of their roles. Moreover, it recognizes that adaptability is a crucial skill for military personnel, given the transient nature of their assignments. Additionally, the study on the scarcity of personnel, particularly officers, corroborates the discussions on this challenge affecting work-related dynamics and lifestyle. It highlights that a shortage of personnel can lead to increased workloads, impacting the overall well-being of military personnel.

Compliance and Communication within the Military. The theme revealed intricate challenges faced by participants. Instances such as misunderstood orders during conferences and communication breakdowns emphasize the critical need for clear and precise communication. Personal sacrifices, as seen in the need for passes during celebrations or unexpected events, underscore the complexity of military life. Challenges related to conveying thoughts effectively, unfamiliarity with knowledge-sharing techniques, and the tension between traditional and modern disciplinary practices add layers to the theme. Instances of technological challenges during VTCs and the impact of personal circumstances on work obligations further illustrate the multifaceted nature of compliance and communication within the military setting.

This assumption parallels the study of Cohen (2019), which delves into the critical importance of clear and precise communication within military contexts and emphasizes the consequences of misunderstood orders during conferences. This research underscores that effective communication is essential for mission success and the safety and well-being of military personnel. Furthermore, there is a need for passes during celebrations or unexpected events, and there are unique challenges military personnel face in balancing personal commitments with the demands of their service. It recognizes that evolving technological landscapes and generational shifts may introduce challenges in aligning communication strategies with the preferences and expectations of contemporary military personnel.

Ranking and Length of Service in the Military. The theme of Ranking and Length of Service in the Military sheds light on individuals' nuanced challenges in various military roles. Junior officers, especially those with lower ranks, bear a disproportionate workload and responsibility within the Officers' Corps. The dynamics shift as individuals progress in rank and accumulate more years of service, with senior officers enjoying privileges and shouldering increased responsibility. The length of service emerges as a shared challenge influencing training experiences and exposing individuals to evolving regulations. The intricate balance between privilege and responsibility, authority, and workload is emphasized, showcasing the need for adaptive strategies and acknowledging the role of experience in shaping military roles and responsibilities.

This assumption parallels the study of Bond et al. (2022), which delves into the disproportionate workload and responsibilities experienced by junior officers, mirroring the participants' observations. There is a need to carefully examine the dynamics within the Officers' Corps, especially regarding the distribution of tasks among different ranks. Moreover, the delicate balance between authority

and workload sheds light on the challenges associated with promotions within military hierarchies. On the other hand, the duration of military service plays a pivotal role in shaping the professional development of individuals. It also acknowledges the complexities of senior officers enjoying privileges while simultaneously shouldering increased responsibility.

Coping Mechanism of the Participants Assigned at Air Education Training and Doctrine Command (AETDC). Four major themes emerged from the data collected on the challenges faced by those assigned to Air Education Training and Doctrine Command (AETDC): adaptive resilience, psychological strategies in military service, collaborative support network, and professional and resilient work environment.

Adaptive Resilience. Participants expressed a mindset that embraces tasks with a recognition that every challenge, whether met with praise or criticism, contributes to personal and professional growth. They complemented this perspective with a commitment to physically and mentally maintaining health. Strategies include adhering to strict diets, regular exercise routines, and managing stress effectively. Cultivating a positive outlook emerges as a cornerstone of adaptive resilience, with individuals expressing gratitude for the privilege of serving their country. The discussions highlight the importance of taking the initiative in personal development and implementing positive changes within their units. Adapting to the current work setup was a common thread, emphasizing the necessity of embracing it fully. Technological tools, such as video calls, are harnessed to alleviate homesickness, showcasing an adaptive use of technology to support emotional well-being and maintain connections with family.

This assumption parallels the study of Bingley et al. (2020), which delves into the mindset of military personnel, emphasizing the transformative power of challenges in fostering personal and professional development. A mindset of embracing challenges contributes to adaptive resilience. Moreover, the significance of maintaining physical and mental well-being in military settings, recognizing its role in enhancing overall resilience. The psychological benefits of positive thinking in fostering resilience among military personnel. The literature suggests that a positive outlook contributes to emotional well-being and aids in navigating the challenges associated with military service. Additionally, technology supports emotional well-being in military settings, and technological tools play a crucial role in maintaining social connections and mitigating the challenges associated with separation from family.

Psychological Strategies in Military Services. Military personnel employed adaptive psychological strategies, emphasizing a positive mindset, reliance on senior guidance, and practical problem-solving approaches. Rooted in their oath and commitment, participants prioritize morale and emotional well-being through healthy lifestyle practices and managing stress through diet and exercise. Facing fears involves gradual exposure and positive self-talk, contributing to personal development. The psychological coping mechanisms create avenues for resilience, effectively balancing work and life. We highlight the importance of solid mental composure and understanding that additional tasks assigned by seniors serve a purpose for personal growth. These strategies showcase a comprehensive psychological outlook, fostering resilience and adaptability to navigate the multifaceted challenges inherent in military service.

This assumption parallels the study of Garnett et al. (2020) which explores the psychological resilience of military personnel and underscores the role of a positive mindset in enhancing overall well-being. Moreover, the mentorship dynamics within military organizations and that mentorship fosters a sense of camaraderie and provides valuable guidance for navigating challenges. We are committed to maintaining morale and emotional well-being through healthy lifestyle practices, including stress management via diet and exercise. The link between lifestyle choices and mental well-being in military contexts, advocating for holistic approaches to stress management, gradual exposure, and positive self-talk contribute to developing coping skills and enhancing emotional resilience.

Collaborative Support Networks. Collaborative support networks played a pivotal role in military service, encompassing peers, senior officers, and various resources. The military environment provides psychological aid seminars, healthcare access, and recreational activities, contributing to the well-being of service members. Support from colleagues and superiors is crucial for emotional and professional challenges, fostering a sense of camaraderie and mutual learning. Authority figures play a role in stress management, while organizational support and solidarity contribute to a cohesive military community. Initiatives like public anxiety relief, self-confidence promotion, and leadership programs, such as Commandant's Time, underscore the multifaceted nature of collaborative support networks, enhancing resilience and morale within the military setting. We highlighted emotional support from colleagues and seniors as essential for personal and professional growth, complemented by structured programs and resources for comprehensive well-being.

This assumption parallels the study of Corry et al. (2021) on the impact of support networks on the well-being of military personnel, highlighting the crucial role of peers, superiors, and various resources. The collaborative support networks contribute to service members' overall resilience and morale, fostering a sense of community—the effectiveness of holistic support systems in military organizations. Wilson and Smith argue that access to psychological aid and recreational opportunities significantly contributes to the well-being of military personnel. Additionally, the importance of interpersonal relationships and mentorship within military units, highlighting their impact on emotional and professional challenges, and the organizational support contribute to a cohesive military community and enhance overall morale.

Professional and Resilient Work Environment. Creating a professional and resilient work environment in the military involved implementing rest and recreation schemes, collaborative efforts with knowledgeable peers, and workload-sharing mechanisms. Compassion was identified as a critical approach at both strategic and tactical levels, fostering a humane and inclusive society.

Organizational support addresses emotional and psychological burnout, including rest and recreation opportunities. Mutual support among colleagues and lessons from upperclassmen play significant roles, contributing to the learning and growth of individuals. Support mechanisms, such as public speaking sessions and continuous encouragement, significantly enhance skill development and confidence-building. Emotional support from seniors and colleagues creates a positive atmosphere, highlighting the organization's adaptability to emerging needs and commitment to accomplishing missions while supporting personnel.

This assumption parallels the study of Cooper et al. (2018), which explores the role of rest and recreation schemes, collaborative efforts, and workload-sharing mechanisms in fostering a resilient work environment, which argues that such initiatives contribute to the overall well-being and performance of military personnel. Compassion is a crucial approach at both strategic and tactical levels, fostering a humane and inclusive society, and compassionate leadership and an inclusive organizational culture contribute to a positive work environment. Additionally, mutual support among colleagues and lessons from upperclassmen contribute to the learning and growth of individuals and the positive impact of interpersonal relationships on individual development within military units. Support mechanisms, such as public speaking sessions and continuous encouragement, enhance skill development and confidence-building.

Insights of the Participants Assigned at Air Education Training and Doctrine Command (AETDC). The data collected on the insights of the participants assigned at Air Education Training and Doctrine Command (AETDC) revealed three major themes: workplace resilience, Adjustments, and the dynamic and context-dependent nature of the workplace.

Workplace Resilience. Participants underscored workplace resilience as crucial for effectively navigating work-related challenges, emphasizing a multifaceted approach. Incorporating rest, recreation, and social events effectively promotes work adjustment. We highlight motivational quotes and a proactive stance in seeking help as personal coping strategies. We emphasize collaboration by seeking support from colleagues, especially those with more experience, which fosters shared responsibility within the workplace. Proposals for psychological and emotional training in military education underscore the holistic approach to building resilience and recognizing the significance of mental well-being. Seeking guidance from seniors, taking calculated risks, and actively cultivating self-confidence are vital components of individual coping strategies. Real-life scenarios demonstrate the effectiveness of last-minute discussions and adaptability to sudden changes, reinforcing the importance of effective communication and backup plans in overcoming challenges.

This assumption parallels the study of Dunham (2023), which discusses the importance of incorporating rest, recreation, and social events in military settings to promote workplace resilience. The study also examines the role of positive affirmations and proactive problem-solving approaches in building resilience and the effectiveness of motivational strategies in fostering individual coping and resilience. Moreover, collaboration through seeking support from colleagues, especially those with more experience, fostering a shared responsibility within the workplace, and collaborative efforts contribute to positive work culture and individual resilience. Similarly, comprehensive training, including psychological and emotional components, a holistic approach to resilience that includes mental well-being, and recognizing the significance of such training in military education contribute to overall well-being.

Adjustments. Participants highlighted several strategies for effective adjustments in handling work-related challenges. One approach involves completing all work before deadlines or delegating tasks among colleagues, emphasizing a collective responsibility within the team. Implementing work-sharing, delegation, and appointment strategies manages workloads in personnel shortages. Adapting to constraints, such as limitations on leaving the base, becomes a pertinent coping strategy, involving utilizing delivery services and minimizing outings for financial savings and reduced distractions. The significance of adaptive strategies was emphasized, particularly in dealing with overwhelming reading materials. This involves prioritizing tasks based on urgency, reflecting a flexible and adaptive approach to handling work-related demands. Additionally, seeking advice from seniors and finding individual coping strategies that align with personal preferences and work styles were underscored as essential elements in navigating the challenges of military service.

This assumption parallels the study of Ainspan et al. (2018), which emphasizes the importance of adaptive strategies in managing work-related challenges in military settings and argues that the ability to adapt to dynamic situations and constraints is crucial for successful performance. Additionally, utilizing delivery services and minimizing outings for financial savings and reduced distractions as coping strategies in response to constraints and environmental constraints, such as limited mobility, is essential for maintaining focus and efficiency utilizing delivery services and minimizing outings to navigate constraints effectively. Moreover, the emphasis on prioritizing tasks based on urgency and adopting a flexible approach to handling work-related demands corresponds to the argument that effective time management and flexibility are crucial for mission success.

Dynamic and Context-Dependent Nature in the Workplace. The participants highlighted the dynamic and context-dependent nature of strategies employed in the workplace, emphasizing the absence of a one-size-fits-all approach to addressing work-related challenges. They acknowledged that different strategies, such as completing all tasks before deadlines, seeking help from seniors, or prioritizing psychological capacity, cannot be universally ranked in effectiveness. The problem's urgency and the specific context we apply these strategies determine their impact. The participants emphasized the need for a flexible and nuanced evaluation of strategies, considering the unique nature of each challenge. The study identified various factors, including character, competency, and the willingness to learn, as essential for navigating the complex and ever-changing landscape of the workplace. Ultimately, the participants recognized that aligning a strategy with the specific problem and the context in which they employed it determines its effectiveness.

This assumption parallels the study of Atuel and Castro (2021), which consistently underscored the importance of acknowledging and responding to the ever-evolving challenges in military settings through flexible and situational approaches. The effectiveness of strategies varies based on urgency and specific contexts, emphasizing the need for nuanced evaluations of approaches. Additionally, the emphasis on individual attributes like character, competency, and a willingness to learn mirrors broader findings that highlight the significance of personal traits in successfully navigating the dynamic landscapes of military work environments. The convergence of insights with pertinent studies reinforces the critical role of adaptability, flexibility, and a nuanced understanding of strategies in effectively addressing the multifaceted challenges inherent in military workplaces.

Similarities of Results

The data about the similarities were presented, and the findings showed that the participants had similarly executed some identified themes for each research question.

Challenges of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)

The responses from both the workplace and military contexts revealed striking similarities centered around continuous adaptation and adjustment. Participants underscore adaptability's paramount importance in both settings, emphasizing the need to navigate diverse challenges, varying roles, and complex environments. Whether discussing workplace strategies or the military learning curve, the prevalent notion was that individuals encounter challenges early in their journeys and must consistently learn and adapt to succeed. Clear and precise communication emerges as a critical element, with breakdowns and misunderstandings highlighted as challenges that require careful navigation.

Moreover, the study revealed that the impact of rank and length of service emerges as a common consideration. Junior officers, notably those with lower ranks, grapple with disproportionate workloads, while senior officers enjoy privileges but bear increased responsibilities. Length of service becomes a common challenge influencing training experiences and exposing individuals to the evolving dynamics of their respective roles. The responses also touch upon the sacrifices inherent in both contexts, shedding light on the difficulties of achieving work-life balance and reconciling personal aspirations with professional demands.

The commitment to continuous learning and resilience emerges as a unifying thread. Participants in both environments acknowledge the need for individuals to adapt, learn, and develop resilience to thrive amidst ever-changing challenges. Whether discussing the workplace or military service, the narratives recognize the importance of comprehensive training and preparation and the dynamic nature of context-dependent strategies. Common themes in personal challenges include dealing with psychological stress, overcoming sacrifices, and addressing individual limitations.

Coping Mechanism of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)

The strategies participants employ to enhance Adaptive Resilience in military service revealed striking similarities, emphasizing proactive and adaptive approaches to navigate challenges. Asking for advice from experienced peers emerges as a common thread, instilling confidence and promoting a culture where learning from mistakes is accepted. Embracing professional responsibilities as learning opportunities fosters a mindset that views challenges as lessons, whether praised or corrected. Taking the initiative for positive changes and staying productive amid constraints underscores the resilience needed to thrive in military service.

Health and well-being were prioritized through various methods, including seeking help from upperclassmen, adhering to strict diets, exercising regularly, and managing stress. These practices highlight the participants' commitment to personal growth and resilience by addressing physical and psychological aspects. The acknowledgment that adaptation is crucial, regardless of the difficulty or novelty of tasks, is evident, emphasizing the significance of a positive outlook.

Collaborative support networks play a pivotal role in military service. Seeking advice and emotional support from colleagues and superiors and utilizing available resources contribute to camaraderie and mutual learning. The narratives underscore the importance of shared experiences and the willingness of more experienced individuals to guide and assist their peers, contributing to the overall resilience of the military community.

Creating a professional and resilient work environment is central to participants' coping mechanisms. Rest and recreation schemes, workload-sharing mechanisms, and collaboration with knowledgeable personnel contribute to well-being. Compassion is highlighted as a critical approach, emphasizing understanding and support within the organization. The organization's adaptability to emerging needs is underscored, emphasizing its commitment to accomplishing missions and supporting the well-being of its personnel.

Insights of the Participants Assigned at Air Education Training and Doctrine Command (AETDC)

Participants in military and general workplace contexts emphasized several common themes regarding workplace resilience. Firstly, there was a shared recognition of the importance of incorporating rest, recreation, and social events to navigate work-related challenges effectively. This multifaceted approach was considered essential for maintaining balance and well-being. Additionally, both groups highlighted using motivational quotes to foster a positive mindset and motivation amidst difficulties. A proactive stance in seeking help emerged as a consistent theme, emphasizing the collaborative aspect of coping mechanisms. Participants stressed the significance of seeking support from colleagues, particularly those with more experience, who contribute to a shared responsibility within the

workplace. The importance of psychological and emotional well-being was underscored with proposals for training in military education and a reinforcement of mental well-being in building resilience in the general workplace.

Another commonality was recognizing the dynamic and context-dependent nature of workplace challenges. Participants in both settings acknowledged that different strategies, such as finishing tasks before deadlines or seeking help from seniors, were only sometimes effective but contingent upon the problem's urgency and specific context. This highlighted the need for a flexible and nuanced evaluation of strategies, considering the unique nature of each challenge. The collaborative aspect extended to the acknowledgment of the importance of guidance from seniors in both military and general workplaces. Taking calculated risks, cultivating self-confidence, and fostering a supportive environment were crucial components of individual coping strategies, promoting personal and professional growth. Furthermore, the emphasis on adaptive strategies and the ability to prioritize tasks based on urgency reflected a shared understanding of the necessity for flexibility and adaptability.

Conclusion

This study, which explored challenges, coping mechanisms, and insights among participants assigned at Air Education Training and Doctrine Command (AETDC), provided valuable insights for enhancing military practices and policies. The identified challenges, spanning adaptation, the military learning curve, the impact of military service, compliance and communication within the military environment, and ranking and length of military service underscore the complex and dynamic nature of military life. Coping mechanisms, including adaptive resilience, psychological strategies, collaborative support networks, and a professional and resilient work environment, demonstrate military personnel's multifaceted approach to navigating these challenges.

Additionally, the insights into workplace resilience, adjustments, and the dynamic and context-dependent nature of the workplace further emphasized the need for flexible and adaptive strategies tailored to the specific context and urgency of challenges. These findings have significant implications for future research, calling for dynamic training programs, inclusive training strategies, improved communication, and investigations into ranking and workload distribution dynamics. The study advocates for a nuanced understanding of military personnel's well-being, urging researchers to explore mental health.

References

- Ainspan, N. D., Penk, W., & Kearney, L. K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. *Psychological Services, 15*(2), 129. <https://psycnet.apa.org/fulltext/2018-19973-001.pdf>
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. <http://surl.li/vznsv0>
- Army, R. O. T. C. (2018). Army ROTC Annual Program Report 2018-2019. ScholarWorks(DUARK).<https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=1003&context=army-rotc-annual>
- Atuel, H. R., & Castro, S. (2021). Psychological trauma: Theory, research, practice, and policy. <http://surl.li/ahzxd>
- Augustus, J., Misca, G., Russell, J. J., & Walker, J. (2023). Meaning(s) of transition(s) from military to civilian life at the intersection with mental health: Implications for clinical settings. *Frontiers in Psychology, 14*. <https://doi.org/10.3389/fpsyg.2023.1142528>
- Bailey, S. (2008). *Academic writing: A handbook for international students* (3rd ed.). Retrieved July 23, 2024, from <https://doi.org/10.4324/9781315768960>
- Bartone, P. T. (2019). Military service, deployments, and mental health. In J. B. Schreiber & J. S. Wozidlo (Eds.), *Handbook of military psychology: Clinical and organizational practice* (pp. 145-160). Routledge.
- Becker, K. L., Bish, A., McCormack, M., & Abell, D. (2022). Wiley. Reconceptualizing identities: Veterans' perspectives on career transition challenges. <https://doi.org/10.1002/hrdq.21472>
- BetterHelp Editorial Team. (2023). Military motivation: Special challenges and techniques | BetterHelp. www.betterhelp.com. <https://www.betterhelp.com/advice/motivation/military-motivation-special-challenges-and-techniques/>
- Bhandari, P. (2023). What is qualitative research, methods & examples. Scribbr. <https://www.scribbr.com/methodology/qualitative-research/>
- Bhasin, B. S. (2023). The power of transformational leadership: Lessons from military service. www.linkedin.com. <https://www.linkedin.com/pulse/power-transformational-leadership-lessons-from-military-bhasin>
- Bhat, A. (2023). Data analysis in research: Types & methods. QuestionPro. <https://www.questionpro.com/blog/data-analysis-in-research/>
- Biason, G. (2020). Intelligence in military operations: Addressing workplace challenges and enhancing productivity. *International Journal of Economics, Commerce and Management, 8*(3), 330-345. <https://ijecm.co.uk/wp-content/uploads/2020/03/8330.pdf>
- Bingley, P., Lundborg, P., & Lyk-Jensen, S. V. (2020). The opportunity costs of mandatory military service: Evidence from a draft lottery. *Journal of Labor Economics, 38*(1), 39-66. <https://www.journals.uchicago.edu/doi/abs/10.1086/704495>
- Bond, G. R., Al-Abdulmunem, M., Drake, R. E., Davis, L. L., Meyer, T., Gade, D. M., & Ressler, D. R. (2022). Transition from

- military service: Mental health and well-being among service members and veterans with service-connected disabilities. *The Journal of Behavioral Health Services & Research*, 49(3),282-298. <https://link.springer.com/article/10.1007/s11414-021-09778-w>
- Brededorst, J. (2023). Don't let passion lead to burnout on your team. *Harvard Business Review*. <https://hbr.org/2023/05/dont-let-passion-lead-to-burnout-on-your-team>
- Brusher. (2018). Combat and operational stress control. https://ke.army.mil/bordeninstitute/published_volumes/combat_operational/CBM-ch4-final.pdf
- Business Umbrella - Management Consulting, Recruitment & Advisory. (2023). The importance of work-life balance for employee well-being. <https://www.linkedin.com/pulse/importance-work-life-balance-employee-well-being-business-umbrella>
- Cao, F., Li, J. J., Wei, X., Yang, Z., & Wu, D. (2023). The impact of resilience on the mental health of military personnel during the COVID-19 pandemic: Coping styles and regulatory focus. *Frontiers in Public Health*, 11. <https://doi.org/10.3389/fpubh.2023.1240047>
- Charaba, C. (2024, January 12). Signs of low morale and how you can fight it. PeopleKeep, Inc. <https://www.peoplekeep.com/blog/signs-of-low-morale-and-how-to-fight-it>
- Children, Y. B. O., Families, Menestrel, S. L., & Kizer, K. W. (2019). Strengthening the military family readiness system for a changing American society. In National Academies Press eBooks. <https://doi.org/10.17226/25380>
- Clark. (2021). Introduction to army leadership. <https://www.uakron.edu/armyrotc/MS1/24.pdf>
- Cohen, E. A. (2019). *Citizens and soldiers: The dilemmas of military service*. Cornell University Press. <http://surl.li/tpnlhx>
- Community Tool Box. (2023). Chapter 13. Orienting ideas in leadership | section 3. styles of leadership | main section. <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/leadership-styles/main>
- Cooper, L., Caddick, N., Godier, L., Cooper, A., & Fossey, M. (2018). Transition from the military into civilian life: An exploration of cultural competence. *Armed Forces & Society*, 44(1), 156-177. <https://doi.org/10.1177/0095327X16675965>
- Corry, N. H., Williams, C. S., Radakrishnan, S., McMaster, H. S., Sparks, A. C., Briggs-King, E., & Stander, V. A. (2021). Demographic variation in military life stress and perceived support among military spouses. *Military Medicine*, 186(Supplement_1),214-221. <https://doi.org/10.1177/0095327X16675965>
- Dexter, J. C. (2020). Human resources challenges of military to civilian employment transitions. *Career Development International*, 25(5), 481–500. <https://doi.org/10.1108/cdi-02-2019-0032>
- Dunham, C. (2023). The noncommissioned officer and petty officer. <https://www.jcs.mil/Portals/36/Documents/Publications/ncobackbone.pdf>
- Emmerson, R. (2023). Why employees disengage in safety training and how to re-engage them. Vng! <https://blog.vingapp.com/why-employees-disengage-in-safety-training-and-how-to-re-engage-them>
- Flick, U. (2024). *An introduction to qualitative research*. SAGE Publications Ltd. <https://uk.sagepub.com/en-gb/eur/an-introduction-to-qualitative-research/book278983>
- Garnett, B., Brinkman, J., Kolodinsky, J., Wang, W., & Pope, L. (2020). Intra-and interpersonal factors buffer the relationship between food insecurity and mental well-being among middle schoolers. *Journal of School Health*, 91(2), 102–110. <https://doi.org/10.1111/josh.12982>
- Gonzalez, J. A. (2020). The workplace integration of veterans: Applying diversity and fit perspectives. https://scholarworks.utrgv.edu/cgi/viewcontent.cgi?article=1023&context=mgmt_fac
- Grimell, J. (2019). Leaving military service with a military body: Insights for pastoral care and counseling. *Journal of Pastoral Care & Counseling*, 73(2), 106-114. <https://doi.org/10.1177/1542305019848436>
- Hays, D. G., & McKibben, W. B. (2021). Promoting rigorous research: Generalizability and qualitative research. *Journal of Counseling and Development*, 99(2), 178–188. <https://doi.org/10.1002/jcad.12365>
- Headquarters, Department of Army. (2019). Army leadership and the profession. https://irp.fas.org/doddir/army/adp6_22.pdf
- Heaton, J. (2021). Pseudonyms are used throughout: A footnote, unpacked. *Qualitative Inquiry*, 28(1), 123–132. <https://doi.org/10.1177/10778004211048379>
- Hennink, M. (2024). *Qualitative research methods*. SAGE Publications Ltd. <https://uk.sagepub.com/en-gb/eur/qualitative-research-methods/book242878>
- Hoge, C. W., Auchterlonie, J. L., & Milliken, C. S. (2006). Mental health problems, use of mental health services, and attrition from military service after returning from deployment to Iraq or Afghanistan. *JAMA*, 295(9), 1023-1032. <https://doi.org/10.1001/jama.295.9.1023>
- Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and personality psychology compass*, 2(1), 204-222. <https://doi.org/10.1111/j.1751-9004.2007.00066.x>

- Inoue, C., Shawler, E., Jordan, C. H., Moore, M. J., & Jackson, C. A. (2021). Veteran and military mental health issues. <https://europepmc.org/article/NBK/nbk572092>
- Jensen, C. W. (2022). Marching forward: A qualitative examination of adapting enlisted e examination of adapting enlisted veteran leadership skills in the Corporate Environment. <https://irl.umsl.edu/cgi/viewcontent.cgi?article=2249&context=dissertation>
- Jones, M. V., Smith, N., Burns, D., Braithwaite, E., Turner, M. J., McCann, A., Walker, L., Emmerson, P., Webster, L., & Jones, M. I. (2022). A systematic review of resilient performance in defense and security settings. *PLOS One*, 17(10), e0273015. <https://doi.org/10.1371/journal.pone.0273015>
- Kem, J. S. (2019). Strategic leadership. https://ssl.armywarcollege.edu/dclm/pubs/Strategic_Leadership_Primer.pdf
- Khan, J., Ali, A., Saeed, I., Vega-Muñoz, A., & Contreras-Barraza, N. (2022). Person–job misfit: Perceived overqualification and counterproductive work behavior. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.936900>
- Kosonen, J., Vekkailla, J., & Pullinen, H. (2023). Specialized skills training. <https://sjms.nu/articles/10.31374/sjms.182>
- Kusiani, E., Ansar, S., Bakri, M., Syukrano, M., Yusriadi, Y., & Manoktong, S. N. (2021). Increasing the professionalism of military teachers with training and experience through competence. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 3298-3304). <https://www.ieomsociety.org/brazil2020/papers/896.pdf>
- Lambert, J. (2022). Morale and motivation in the workplace. www.linkedin.com. <https://www.linkedin.com/pulse/morale-motivation-workplace-jenifer-lambert>
- Lara Varpio, M., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2019). Shedding the cobra effect: Problematising thematic emergence, triangulation, saturation and member checking. *Medical Education*, 51(1), 40-50. <https://doi.org/10.1111/medu.13124>
- Mackenzie, J., & Miller, J. W. (2019). Intercultural training in the United States military. <https://doi.org/10.1002/9781118783665.ieicc0189>
- Merton, R. K. (1957). The role-set: Problems in sociological theory. *The British Journal of Sociology*, 8(2), 106-120. <https://doi.org/10.2307/587363>
- Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American journal of sociology*, 83(2), 340-363. <https://omran.dohainstitute.org/ar/043/Documents/Omran-43-2023-Meyer-Rowan.pdf>
- National Academies of Sciences. (2019). Military life and challenges. <https://nap.nationalacademies.org/read/25380/chapter/6>
- Nikolopoulou. (2023). Scribbr. Purposive sampling. Retrieved July 23, 2024, from <https://www.scribbr.com/methodology/purposive-sampling/>
- Nindl, B. C., Billing, D. C., Drain, J. R., Beckner, M. E., Greeves, J. P., Groeller, H., Teien, H. K., Marcora, S. M., Moffitt, A., Reilly, T., Taylor, N. A., Young, A., & Friedl, K. E. (2018). Perspectives on resilience for military readiness and preparedness: Report of an international military physiology roundtable. *Journal of Science and Medicine in Sport*, 21(11), 1116–1124. <https://doi.org/10.1016/j.jsams.2018.05.005>
- Norris, L. (2023). Military skills to put on a resume for any job. <https://www.indeed.com/career-advice/resumes-cover-letters/military-skills>
- Oprins, E. A., Bosch, K. V. D., & Venrooij, W. (2018). Measuring adaptability demands of jobs and the adaptability of military and civilians. *Military Psychology*, 30(6), 576-589. <https://doi.org/10.1080/08995605.2018.1521689>
- Pedlar, D., Thompson, J. M., & Castro, C. A. (2019). Military-to-civilian transition theories and frameworks. In *Military Veteran Reintegration* (pp. 21-50). Academic Press. <https://doi.org/10.1016/B978-0-12-815312-3.00003-6>
- Physiopedia. (2023). Qualitative research methodology. https://www.physio-pedia.com/Qualitative_Research_Methodology
- Pike, J. (2022). Air education training command. <https://www.globalsecurity.org/military/world/philippines/aetc.htm>
- Pinquart, M. (2020). Posttraumatic stress symptoms and disorders in children and adolescents with chronic physical illnesses: A Meta-analysis. *Journ Child Adol Trauma* 13, 1–10 <https://doi.org/10.1007/s40653-018-0222-z>
- Qutoshi, S. B. (2018). Phenomenology: A philosophy and method of inquiry. *Journal of Education and Educational Development*, 5(1), 215-222. <https://doi.org/10.22555/joeed.v5i1.215>
- Reiners, B. (2021). What is gender bias in the workplace? Built In. <https://builtin.com/diversity-inclusion/gender-bias-in-the-workplace>
- Riyanto, S., Handiman, U. T., Gultom, M., Gunawan, A., Putra, J. M., & Budiyanto, H. (2023). Increasing job satisfaction, organizational commitment and the requirement for competence and training. *Emerging Science Journal*, 7(2), 520–537. <https://doi.org/10.28991/esj-2023-07-02-016>
- Smit, B., & Onwuegbuzie, A. J. (2018). Observations in qualitative inquiry: When what you see is not what you see. *International Journal of Qualitative Methods*, 17(1), 1609406918816766
- Kosonen, J., Vekkailla, J., & Pullinen, H. (2023). Specialized skills training. <https://sjms.nu/articles/10.31374/sjms.182>



- Suddaby, R. (2022). Media review: Ronald L. Jepperson and John W. Meyer Institutional theory: The cultural construction of organizations, states and identities. *Organization Studies*, 44(3), 515–518. <https://doi.org/10.1177/01708406221126291>
- Thaeler, C. (2021). Why a disciplined lifestyle will do wonders for your child in college | army and navy academy. *Army and Navy Academy*. <https://www.armyandnavyacademy.org/blog/why-a-disciplined-lifestyle-will-do-wonders-for-your-child-in-college/>
- The Heritage Foundation. (2022). Training: The foundation for success in combat. The Heritage Foundation. <https://www.heritage.org/military-strength-topical-essays/2019-essays/training-the-foundation-success-combat>
- The Philippines. (2022). In Brill | Nijhoff eBooks (pp. 376–440). https://doi.org/10.1163/9789004532090_009
- Ulz, J. (2024, April 24). Roles and responsibilities of a researcher. *Researcher.life*. <https://researcher.life/blog/article/roles-and-responsibilities-of-a-researcher/>
- Vagle, M. D. (2018). *Crafting phenomenological research*. Routledge & CRC Press. <https://www.routledge.com/Crafting-Phenomenological-Research/Vagle/p/book/9781138042667>
- Vaidya, R., & Bobdey, S. (2021). Medical ethics during armed conflicts: Dilemmas of a physician soldier. *Medical Journal Armed Forces India*, 77(4), 377–381. <https://doi.org/10.1016/j.mjafi.2021.08.013>
- Villegas, F. (2023). Thematic analysis: What it is and how to do it. *QuestionPro*. <https://www.questionpro.com/blog/thematic-analysis/>
- Zea, D. G., Sankar, S., & Isna, N. (2020). The impact of emotional intelligence in the military workplace. *Human Resource Development International*, 26(1), 85–101. <https://doi.org/10.1080/13678868.2019.1708157>

Affiliations and Corresponding Information

Jemaica Oloroso Solayao, RCrim

Ramon Magsaysay Memorial Colleges – Philippines

German Busano Guaza, PhD Crim

Ramon Magsaysay Memorial Colleges – Philippines