

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

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学 位 論 文
Dissertation

論 文 題 目

Dissertation Title

Teacher Competence and Commitment Towards Implementing Inclusive Education in Myanmar

Introducing a new education channel for all children under the name “Inclusive Education” poses several challenges and its successful implementation hinges profoundly upon the competence and unwavering commitment of teachers. However, previous studies have focused much on the attitudes of teachers and less paid attention to the essential competencies for inclusive teachers and their commitment towards inclusion. Therefore, this study explored the essential competencies of inclusive education teachers in Myanmar and also investigated how teachers perceive themselves as competent and committed to inclusion and their relationships.

This study is mainly grounded on the ideas of Self-efficacy theory by Bandura (1977) and Self-determination theory (SDT) by Deci and Ryan (2000). Bandura (1977) asserted that an individual’s level of self-efficacy significantly affects the amount of effort they will put and the duration they will persist despite difficulties and challenges. Also, according to SDT, Deci and Ryan also argued that satisfaction of innate psychological needs including competence could bring the optimal functioning of an individual. These theories were used to highlight the relationship between competence and commitment. Consequently, this study hypothesizes that teachers who consider themselves competent for inclusion will commit to achieving organizational goals, regardless of the challenges they may have.

This study used the grounded theory qualitative research design by Creswell and Poth (2018) to deeply understand the problem under study and to provide a concept or theory grounded on the comprehensive description of the experiences. A total of 20 teachers from the Basic Education Schools under the Ministry of Education and Non-charity organization participated in this semi-structured interview. Purposive sampling was used to ensure that teachers who participated in this study had adequately experienced the phenomena under study to provide a rich description. Data were analyzed using the NVivo Software and the analysis process was guided by Corbin and Strauss (2015) consisting of the three sequential coding processes called Open coding, Axial coding, and Selective coding.

This study proposed a competency framework for inclusive education teachers which consists of six domains that were grounded on knowledge, skills, and attitudes. These competencies were (1) awareness of inclusive education, (2) supporting all learners, (3) classroom and behavioral management, (4) inclusive instruction and techniques, (5) cooperation and collaboration, and (6) professional ethics. This study reported that more than half of the teachers felt less competent for inclusion. When looking into each domain, firstly, most of the teachers recognized the goals and concept of inclusive education, but nobody was aware of the regional and international policies and regulations. Secondly, most of the teachers possessed knowledge of their children, showed positive attitudes, and supported children despite their way of supporting in a way of charity and religious model of inclusion rather than right based model. Thirdly, 85% of teachers identified children's needs and provided a conducive learning environment. They used positive behavioral management, moral and civic education, and Buddha teaching for managing behavior challenges. Fourthly, all teachers found it very challenging to adapt the curriculum, and they were practicing

inclusion with the available resources and knowledge they had in hand. But they still lack inclusion instruction and techniques. Fifthly, all teachers cooperate with parents, colleges, principals, and children to provide more inclusive classrooms, however, no cooperation with special education teachers and organizations. Finally, all teachers promoted awareness of inclusive education among their colleagues and children, but it was interesting to note that only half of the teachers were willing to participate in professional development training.

With respect to the commitment towards inclusive education, most of the teachers were not willing to implement inclusive education in their classrooms, and some of them still doubted the benefit of inclusive education. However, they were currently teaching children with disabilities in their classrooms because of their strong sense of responsibility as a teacher. Then, this study found that there is a relationship between teachers' perception of competence and their commitment toward inclusion, even though some factors influence their relationship.

In short, this study has significant implications for combating discrimination and moving towards an inclusive society in Myanmar, and beyond. This study addressed one of the basic challenges for achieving “zero discrimination” in education by providing the basic competencies of inclusive education teachers which will be helpful in nurturing knowledgeable and skillful teachers. This study also sheds light on the importance of improving teachers' perceived competence in ensuring their commitment to implementing inclusive education. Findings from this study highlighted that having context related competency framework for teachers is essential and also called attention to all stakeholders and policy makers in different countries to develop national competency framework for inclusive teachers, to ensure the committed pledges towards inclusion.

備考 論文の要旨はA4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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