

論文審査の要旨  
(Summary of Dissertation Evaluation)

博士の専攻分野の名称 (Major Field of Ph.D.)	博士（教育学） Ph.D.	氏名 (Candidate Name)	PAN SU AUNG
学位授与の要件	学位規則第4条第1・2項該当		
論文題目 (Title of Dissertation) Teachers Competence and Commitment Towards Implementing Inclusive Education in Myanmar			
論文審査担当者 (The Dissertation Committee)			
主査 (Name of the Committee Chair)		Riho SAKURAI, Associate Professor	
審査委員 (Name of the Committee Member)		Norimune KAWAI, Professor	
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審査委員 (Name of the Committee Member)		Naomi TSUNEMATSU, Professor	
<p>〔論文審査の要旨〕 (Summary of the Dissertation Evaluation)</p> <p>This dissertation analyses teacher competence and commitment on inclusive education in Myanmar. The targeted population was 13 in-service inclusive education teachers under the Ministry of Education as well as 7 inclusive education trainers under non-government organizations. Grounded theory research design with inductive procedure was used to provide a framework on the comprehensive description of the dissertation.</p> <p>The dissertation is composed of six chapters: background of the problem (Chapter 1), a thorough literature review including mapping of categories of competencies (Chapter 2), theoretical and conceptual framework on self-determination theory and self-efficacy theory (Chapter 3), data and methodology for this study (Chapter 4), thorough interview results that utilized Nvivo and backup translation (Chapter 5), and a discussion and conclusion (Chapter 6).</p> <p>The dissertation was commended for its thorough and in-depth analysis and exploration. The dissertation started with the concept of “Karma,” the Buddhist philosophy that has influenced people in Myanmar, especially with respect to education for children with disabilities. Then, it highlighted the needed of competencies framework based on the literature review. More concretely, it asked the following questions:</p> <ol style="list-style-type: none"> <li>(1) What are the basic competencies of inclusive education teachers in Myanmar?</li> <li>(2) How do teachers perceive themselves as competent to implement inclusive education?</li> <li>(3) How have teachers committed towards inclusive education?</li> <li>(4) What is the relationship between teachers’ perception of competence and commitment towards inclusive education?</li> </ol> <p>The committee members agreed that the dissertation exceeds the passing line. First, it shed light on the issues of competence and how that would affect commitment in Myanmar, where no similar study has yet been completed. Second, the dissertation employed very thorough data collection and analysis. For instance, the author implemented a pilot questionnaire to ensure the validity of the questionnaires, and she utilized Nvivo and backup translation to ensure the integrity of data analysis, thereby providing a thorough analysis. Third, the dissertation categorizes basic competency domains and provides a competency framework for inclusive education teachers, which can be applied for curriculum guidelines for inclusive programs in the country and beyond. Lastly, the findings from the dissertation suggests useful awareness-raising strategies, as it has found effective approaches for teacher incentive and motivation surrounding inclusive education. Additionally, the candidate appropriately answered the questions and comments given to her at the previous exam.</p> <p>Based on the above background, all committee members have agreed that the dissertation is worth granting a Ph.D. in education.</p>			

(Note: The summary of the Dissertation should not exceed A4 size, 2 pages (about 500 words).)