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論文の要旨

This thesis examines the mobility motivations and experiences of Tajikistani students in Japan during the period 2009 to 2017. The objective of this study is to analyze how their experiences in Japan have affected their life trajectories. The author uses a combined framework approach based on the concepts of translocality, mobility, and educational life trajectories to create a theoretical bridge between the micro- and macro-level aspects of international student mobility. Furthermore, the author relates the concept of student mobility to students' personal growth (*kase shudan*). The general goals include contributing to the study of international student mobility, relating such mobility to individual growth, and assessing how goals have been shaped through new experiences. Only a limited number of studies have attempted to cover this topic of international student mobility and life trajectories. Furthermore, there is little or no research being done that focuses on the experiences of students from certain geographical locations (in this case, Tajikistan) and relates how students' international education experiences have affected their personal and professional life goals and achievements in terms of their home country culture. This study seeks to review common concepts in international education, including mobility, translocality, and reflexivity, and relate them to students' background and future goals. In order to do so, this thesis examines what motivates Tajikistani students to pursue higher education in Japanese universities, as well as how students' experiences while studying and living in Japan have affected their trajectories in life.

This thesis answers these two main questions in the following eight chapters. Chapter 1 briefly explains the context of the study, outlines the theoretical and contextual approaches, describes the methodology, and shows the significance, particularly in terms of adding to the growing body of knowledge about international student mobility. The second chapter provides a broad overview of the current literature on such mobility and discusses its relevance to the current study, including salient concepts in higher education studies including motivation, push-pull factors, experience, and brain-drain. The third chapter delves further into the combined theoretical context of this study by establishing the combination of conceptual frameworks, including mobility, translocality, and student life trajectories. The following chapter provides the country-level background for the study by describing Tajikistan's higher-education environment and proposing rationales for student motivation to study in international contexts. The fifth chapter describes the methodological approach, which mainly relies on interview protocols and narrative analysis. Within the sixth chapter, students' pre-departure and experiences in Japan are examined, and the seventh chapter discusses how students' experiences in Japan have in turn affected their attitudes to Japan, their home country, and their future life trajectories. Finally, in the last chapter, the author discusses the significance of these findings, both practically and from theoretical perspectives, and suggests areas of future research.

Tajikistan has emerged from the collapse of the former Soviet Union and civil war in the 1990s to become one of the leading Central Asian countries in terms of international student mobility. Foreign policy plays a role in international student migration, as such international-student exchanges can foster good trade, economic, and political relationships. In the 2010s, Tajikistani students ventured to countries such as Japan, and many have succeeded in being granted governmental scholarships.

As shown in this thesis, students who embark on these overseas study opportunities face many conditions and decisions both before and after their actual study-abroad term. This thesis aims to examine the student motivation context to study abroad and show the impact of experiences on students' lives after returning to Tajikistan. By focusing on the "before and after" contexts using both theoretical and practical lenses, this thesis examines the study-abroad experience through the life trajectories of student participants. This thesis uses a holistic approach to show how the combination of translocality, mobility, and educational life trajectories have influenced Tajikistani students.

In the professional context, the experience of studying overseas, as well as the attainment of a higher university degree (ranging from undergraduate to doctoral studies) contributes directly to broader employment possibilities and higher social status. Multicultural experiences, both in terms of language and contact with other nationalities, also factors favourably in students' perceptions and actual experiences upon returning to Tajikistan. For many students, contact with the Japanese language, involvement and engagement with Japanese people and society, and academic (educational) experiences had major impacts on individual self-realization, self-perception, and future opportunities.

審査の要旨

1 批評

This study attempted to delve deeply into what motivates Tajikistani students to pursue higher education in Japanese universities, as well as how students' experiences while studying and living in Japan have affected their life trajectories.

This thesis has a number of merits and demerits. In terms of merits, the choice of Tajikistan as the target country and Japan as its bilateral complement, is a promising combination, both in practical research terms and theoretical contribution. While there is much existing literature focusing on higher-education mobility in developed and advanced countries, little is known about such mobility in the context of newly emerging democracies exemplified by Central Asian countries in general and Tajikistan as a case study in this research. In this context, this research makes a major contribution as a deep initial study into bilateral studies of higher-education mobility. Furthermore, from a theoretical perspective, the author's combination of three theoretical streams involving translocality, mobility, and major life trajectories is suitably descriptive of the broad impact of higher-education experiences on an individual. The author's deft amalgamation of these concepts is a new approach to theorizing the impact of the study-abroad experience on an individual. Finally, the author chose to examine both "before and after" contexts. In this sense, the research undertaken herein paints a holistic portrait of the study-abroad experience, showing both the expectations and the outcomes of the study-abroad experiences in personal, social, and professional contexts. By taking this approach, this thesis contributes to our understanding of the social process of the concept of "study abroad."

Yet this thesis does possess some demerits as well. Although the author pays a great deal of attention to methodological rigor, at times it is difficult to relate some of the direct quotations from the respondents' narratives to theoretical concepts. In the future, the author could take more care to maintain linear and clear argumentation techniques throughout the thesis. Similarly, the thesis is somewhat uneven in terms of depth in which the author provides background information. The section concerning background information about higher education and society in Tajikistan is quite rich; however, corresponding information about Japan is provided with less rigor and only a few Japan-related resources. Expanding the scope in this area would provide more balance in future studies.

In conclusion, this thesis provides a sound trajectory for future comparative research in this area.

2 最終試験

The final examination committee conducted a final examination on July 9, 2018. The applicant provided an overview of the dissertation, and addressed questions and comments raised during the Question-and-Answer session. All committee members reached a final decision that the applicant passed the final examination.

3 結論

Therefore, the final examination committee approved that the applicant is qualified to be awarded a Doctor of Philosophy.