

**UNIVERSITI TEKNOLOGI MARA**

**MULTIDIMENSIONAL  
CHALLENGES UPON MYANMAR  
REFUGEE ADOLESCENTS AND  
THEIR EDUCATIONAL COPING  
MECHANISMS**

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Thesis submitted in fulfillment  
of the requirements for the degree of  
**Doctor of Philosophy**  
**(Educational Psychology)**

**Faculty of Education**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## **ABSTRACT**

Individuals from refugee background are encountered a wide array of challenges in their native land as well as in the country of asylum. They are the innocent victims. This study explores the challenges experienced by Myanmar refugee adolescents that have a tremendous impact on their educational attainment in their country of asylum, Malaysia. This study is based on the qualitative research, case study approach, with a group of purposively selected nine Myanmar refugee adolescents (aged 12-17) from two faith-based learning centers under non-formal education in Kuala Lumpur, Malaysia. The data has been collected in the form of individual semi-structured interviews, and observation. This study has adopted an adolescent-centered research approach. Interviews are conducted on the school personnel; family members and community members in order to valid the research data. The public and private documents are included as the secondary data sources to consolidate the validity and reliability of the findings. The researcher is from Myanmar so that there are no limitations in getting the required sources of data, interpretations and verification of the collected data. The findings of the study reveal that education plays a key role in building a secured life conditions, creating a catalyst for informal self-integration in the host community, and a healing for multiple challenges incumbent on refugee children. The study highlights that refugee children and adolescents, especially in South East Asia are marginalized and become socially and educationally disadvantaged. Education plays a key role in social stability of a community so that it is important to take into account the right of education for the individuals from refugee background.

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