

The Study of Reflective Thinking of University Students

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Abstract

The aim of this study is to investigate the reflective thinking of university students. A total of 400 university students participated in this study. Out of the five selected universities, Yangon University of Education, Yangon University of Economics and National Management College are professional institutes while West Yangon University and Dagon University are not. Four aspects of university students' reflective thinking such as habitual action, understanding, reflection, and critical reflection were assessed by using Reflective Thinking Questionnaire (RTQ), David Kember et. al., (2000). In this study, habitual action and understanding are identified as "non-reflection" while the remaining two aspects, reflection and critical reflection are identified as "reflection". Based on the results of descriptive analyses, it can be said that the sample university students in this study were relatively high in "reflection" (Mean=133.68, SD= 8.40), if compared to "non- reflection" (Mean=76.25, SD=10.47). To be exact, the sample students showed the highest mean value 67.03, regarding reflection whereas understanding indicated the lowest mean value 31.85. Concerning with habitual action and critical reflection, their mean values are quite moderate, 44.40 and 57.43, respectively. The result of independent sample *t*-test revealed that there were no significant differences by gender with regard to all aspects of reflective thinking. It can satisfactorily be seen that reflective thinking of female students was not much less than that of the male students. ANOVA results revealed that students of Yangon University of Education and Yangon University of Economics were significantly higher in reflection than those of Dagon University and West Yangon University. An independent sample *t*-test was conducted to find the differences between the two groups of universities; professional and non-professional. It became obvious that professional students were significantly higher in "reflection" but lower in "non-reflection" than those of Dagon University and West Yangon University at 0.05 level and 0.001level, respectively.

Key words: reflective thinking, reflection, critical reflection.

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