

In-service Teachers' Conceptions of Assessment in Myanmar

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Abstract

This study was a primary attempt to investigate whether the Gratitude Questionnaire (G20) can be used to measure the gratitude of student teachers in Yangon University of education. Gratitude Questionnaire was developed by Bernabé-Valero et al., (2014) in order to assess the gratitude of the individuals. The G20 was composed of 20 items and they are classified into four dimensions; Interpersonal Gratitude (IG), Gratitude in the face of Suffering (GS), Recognition of Gifts (RG), and Expression of Gratitude (EG). The purpose of the study was to validate the Gratitude Questionnaire (G20) with a sample of student teachers in Yangon University of Education. A total of 300 student teachers participated in this study. The results of the confirmatory factor analysis indicated that the model fits with the model (RMSEA = 0.08., TLI = 0.901, CFI = 0.903, PNFI = 0.06, PCFI=0.7, $p < 0.001$). Moreover, this study confirmed the convergent and discriminant validity of the scale. Furthermore, the internal consistency of scale and subscales were found to be satisfactory. Therefore, the Gratitude Questionnaire (G20) was found to be valid and reliable to measure the gratitude of student teachers from Universities of Education in Myanmar.

Key words: gratitude, student teacher, validation

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