

Metacognitive Awareness of Myanmar Teacher Educators

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Abstract

The main purpose of this study is to investigate metacognitive awareness of Myanmar Teacher Educators. Then, the objectives of the study are to investigate whether metacognitive awareness increase with age during adulthood, to observe whether metacognitive awareness increase with years of teaching experience and to explore whether metacognitive awareness differ between males and females. Quantitative approach was used in this study. A total of 328 teacher educators from Yangon Institute of Education and five Education Colleges were participated. They were asked to receive the responses to Metacognitive Awareness Inventory (MAI) including 50 items to assess teachers' metacognitive knowledge and metacognitive regulation. Correlation analyses showed that metacognitive awareness of teacher educators improve with age and with teaching experience. Then, the results of t test revealed that there was no significant difference in metacognition by gender.

Key words: metacognition, metacognitive awareness inventory , teacher educators.

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