

PSYCHOMETRIC PROPERTIES OF THE HUNGARIAN VERSION OF THE RUMINATION–REFLECTION QUESTIONNAIRE

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Theoretical background: The study of reflective thinking is gaining increasing attention in several disciplines. In psychology, the Rumination-Reflection Questionnaire (RRQ; Trapnell & Campbell, 1999) is a widely used instrument to explore the personality or mental well-being, adapted to several languages. Containing 24 Likert scale items, it enables the quantitative analysis of reflective thinking as a personality trait. It characterises how participants look back on their experiences and thoughts by using two categories, a destructive (rumination) and a constructive (reflection) one. Still, despite its international popularity, RRQ is little known in Hungarian educational research. In part, this is owing to the Hungarian tradition of targeting reflective thinking mostly in the context of students' critical thinking or teachers' professional reflection. Also, existing studies prefer qualitative methodologies.

Aims: The present paper analyses the reliability and the validity of the Hungarian version of the Rumination-Reflection Questionnaire on data from a sample of teacher trainees. Characteristics of the sample, as shown by the pilot data, are also discussed.

Methods: Data were collected in fall 2018 from trainees (N=121) at a major Hungarian university, in the third semester of their pre-service teacher education program. The original English questionnaire was translated by an expert team, aided by earlier, preliminary data from respondents from spring 2018. In the analyses, Cronbach's alpha values were calculated, item-level analyses were run and a factor analysis was performed.

Results: The reliability of the Hungarian version (Cronbach's alpha=.91) is similar to that published for the original RRQ (.90). The reliabilities of the rumination and the reflection subscales are appropriate, though somewhat lower than that of the originals (.86 and .88, respectively). The thorough item analyses and the factor analysis (KMO=.85) confirmed the original subscales (explained variance: 44.23%). In contrast to results in the literature, the subscale-indices were found to correlate significantly ($r=.59$; $p<.01$); this may signal a cultural specificity in reflective thinking. Teacher trainees in the sample had higher values regarding rumination ($M=3.71$; $SD=0.66$), but their reflection index did not significantly differ from it ($t=0.65$; $p=.52$).

Theoretical and educational relevance: The research presented has shown that the Hungarian version of the RRQ is an applicable instrument. This questionnaire is suitable for quantitative studies on reflective thinking in yet another culture. It makes a more rigorous definition of reflective thinking possible, and provides means to study its changes. The findings also suggest that it seems important to explicitly discuss and to model reflective thinking for Hungarian teacher trainees, and to teach them to discriminate it from rumination.