

The Relationship Among Social Self-efficacy, Loneliness and Depression of Student Teachers

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Abstract

The major purpose of this study was to investigate the relationship among social self-efficacy, loneliness and depression of student teachers. Quantitative approaches were used in this study. A total of 600 student teachers (300 male and 300 female) from six Education Colleges participated in this study. As the research instruments, “Scale of Perceived Social Self-efficacy”, “Revised UCLA Loneliness Scale”, “Beck Depression Inventory” were used in this research. As a result of descriptive statistics, it was found that the mean score and standard deviation of student teachers’ social self-efficacy are 75 and 13.18. It was assumed that student teachers in this study had highly social self-efficacy. The result of this study showed that there were statistically significant differences in student teachers’ loneliness by gender and by education level. Again, the results of independent sample *t*-test indicated that there was significant difference in student teachers’ depression by specialization. Arts student teachers had higher depression than science student teachers. According to the result of *t*-test, it was found that there were significant differences in student teachers’ social self-efficacy and loneliness by region. ANOVA result showed that there were significant differences in the student teachers’ social self-efficacy, loneliness and depression by Education Colleges. And then, the result found that student teachers’ social self-efficacy was negatively related with loneliness and depression. Moreover, according to regression analysis, the best predictors of social self-efficacy were loneliness and depression. Thus, the higher the social self-efficacy, the lower the loneliness and depression. Enhancing their self-efficacy may contribute to better counseling and treatment programs for lonely and depressed college students.

Key words: Social self-efficacy, Loneliness and Depression.

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