

# Social Self-efficacy of Student Teachers in Yangon University of Education

Eaint Thinzar Soe \*

## Abstract

This study aimed at investigating social self-efficacy of student teachers in Yangon University of Education. Quantitative research design was used in this study. A total of 200 student teachers in 2022-2023 AY participated in this study. Perceived Social Self-Efficacy Questionnaire (PSSE; Smith & Betz, 2000) was used as a research instrument to explore social self-efficacy. This study was conducted with the objectives of investigating the level of social self-efficacy and examining whether there were significant differences in social self-efficacy by gender and education level or not. Based on the descriptive analyses, the results revealed that student teachers in this study were likely to participate in social interaction tasks and assess his/her success in social relationships. Regarding the level of social self-efficacy, student teachers could be classified into three groups: high group (17%), moderate group (70%) and low group (13%) of social self-efficacy. Regarding gender, the result of independent samples *t*-test revealed that no significant gender difference was found in social self-efficacy. Regarding education level, the result of independent samples *t*-test indicated that Fifth Year (Second Semester) student teachers were significantly higher in social self-efficacy than Third Year (First Semester) student teachers.

**Key words:** Self-efficacy, Social self-efficacy, Student teachers

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\* Tutor, Department of Educational Psychology, Yangon University of Education