

AN INVESTIGATION INTO GENERAL SELF-EFFICACY, LEARNED RESOURCEFULNESS AND DEPRESSION OF MONASTIC SCHOOL STUDENTS IN MOGOK AND PYIN OO LWIN TOWNSHIPS

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Abstract

The main purpose of this study was to investigate the general self-efficacy, learned resourcefulness and children depression of monastic school students from Mogok and Pyin Oo Lwin Townships. Moreover, the study was to examine the differences in general self-efficacy, learned resourcefulness and depression in terms of gender, age, grades, townships, schools, types of living and the relationship among the three variables. In the study, questionnaire survey research design and cluster sampling method were used. The participants of the study are 504 students of Grade 6, 7, 8 and 9 from eight monastic schools in Mogok and Pyin Oo Lwin Townships. The study was based upon Self-Efficacy Theory of Bandura, Learned Helplessness Theory of Hiroto and Seligman and Cognitive Theories of Depression by Beck and Abramson, Metalsky & Alloy. Students' general self-efficacy were examined by using General Self-Efficacy Questionnaires for Children (GSEQ-C) by Muris, P. (2001) with 24 items. Learned resourcefulness of students was examined by using Rosenbaum's Learned Resourcefulness Scale which contains 22 items. Children Depression Inventory (CDI) of Kovacs (1983) was used for exploring students' depression which consists of 25 items. The reliability coefficients of General Self-Efficacy, Learned Resourcefulness and Depression were 0.738, 0.768 and 0.845 respectively. According to descriptive statistics, general self-efficacy and learned resourcefulness of students were favourable in nature and their depression was average. Based on the result of *t* test, gender difference and township difference in general self-efficacy was found. There was significant difference in depression according to living conditions. One-way ANOVA was conducted and the results revealed that General self-efficacy, learned resourcefulness and depression had significant differences across the grade level and school. But there was no difference based on their different ages. The result of Pearson Product Moment Correlation revealed that students' general self-efficacy had positive correlation with learned resourcefulness and negative correlation with depression, on the other hand, learned resourcefulness had a negative correlation with depression. Therefore, general self-efficacy and learned resourcefulness can affect on the depression.

Keywords: monastic schools, general self-efficacy, learned resourcefulness and depression

Introduction

In building up the democratic country with capable, responsible and useful citizens, education plays a vital role which opens the door to a better and well-disciplined community, especially for such a struggling country, Myanmar. From this point, it cannot be denied that everyone needs education. Making education free and assessable for everyone based on compassion is the main theme of all Buddhist Monastic Schools. They provide not only free education together with ethical development but also food and shelter at no cost especially for the children from needy families, orphans and evacuees because of the battles. These benefits are not available in government public schools and private schools; therefore, Buddhist monastic schools stand as great expectation of poor and indigent families in Myanmar.

Moreover, in Myanmar, there are a few studies investigating children's general self-efficacy but researches examining learned resourcefulness and depression are still needed. And there are rare researches investigating with the monastic school students.

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By studying general self-efficacy, learned resourcefulness and depression of monastic school students, the researcher believes that the results can be contributed to the benefits of education to some extent. In this study, children from eight monastic schools were investigated in order to examine their general self-efficacy, learned resourcefulness and depression.

Aims of the Study

The main aim of the study is to investigate the general self-efficacy, learned resourcefulness and children depression of monastic school students from Mogok and Pyin Oo Lwin Townships.

The specific objectives were:

1. To compare the general self-efficacy, learned resourcefulness and depression between male and female students,
2. To compare the general self-efficacy, learned resourcefulness and depression between Mogok and Pyin Oo Lwin Townships,
3. To compare the general self-efficacy, learned resourcefulness and depression between the two types of living,
4. To compare the general self-efficacy, learned resourcefulness and depression among the different grades and ages and eight monastic schools.
5. To investigate the relationships among general self-efficacy learned resourcefulness and depression.

Definitions of Key Terms

Monastic School: The Buddhist monastic schools mean “Ba Ka” schools. (Swe Swe Mon, MA (Buddhist Philosophy), 2013)

General Self-Efficacy: General self-efficacy is a measure of an individual’s beliefs in whether problems or barriers can be confronted with a successful outcome. (Muris, P. 2001)

Learned Resourcefulness: Learned resourcefulness refers to the ability with which the individuals consciously save themselves from a stressful situation. (Dag, 1991)

Depression: In the language of clinical psychology, depression is a syndrome, a cluster of emotional, physical, and behavioral symptoms characterized by sadness, low self-esteem, loss of pleasure, and sometimes, difficulty functioning. (Laura Pinsky, 2015)

Review of Related Literature

The Role of Monastic Schools in Myanmar Education

There are many reasons why poor children are not able to get basic education. But the main reason is because of the economic situations of our country. No provision of school and teachers in rural areas make the children miss out on education and education becomes further and further away from them. To help support the family, parents want their children to work and not to go school. They think school is a waste of time. The education of children relies on the attitude of the parents. When parents struggle to feed the family, it is no surprise they do not think to spend more money and let their children go to school.

In such circumstances, the Buddhist monastic schools provide supplementary education for needy children and orphans, filling a significant gap in the education system. They provide free lodging and free learning to the pupils regardless of their birth, rank, social status, race and gender.

General Self-Efficacy

Self-efficacy has become an important variable within social psychological research because of its association with various favourable consequences, especially in the areas of physical and mental health (Viktor Gecas, 2009). This study was based upon self-efficacy theory which was originated from Social Cognitive Theory by Albert Bandura (1977) and the concept of self-efficacy was developed in 1986. Self-efficacy is a belief that one is capable of performing in a certain manner to attain certain goals. It is a belief that one has potentials to achieve the goals and manage the situations.

Past findings have showed that general self-efficacy is related to better health, higher achievement, and more social integration (Bandura, 1997; Schwarzer, 1992). General self-efficacy plays a vital role in educational attainment. Intellectual growth is partially determined by individual's belief in personal ability to master various subjects and regulate self-learning (Schunk, 1989).

Learned Resourcefulness

Learned resourcefulness was first determined by Rosenbaum as a strategy to cope with stress. (Rosenbaum, Jaffe 1983: 215-225). It is only possible to cope effectively with stress by controlling internal events. And controlling internal events is directly proportionate to self-assessment skills such as overcoming emotional and physiological responses, planning, decision-making, problem-solving, delaying immediate gratification, and self-regulating internal events. According to Rosenbaum (1983), the skills under learned resourcefulness are learned through informal ways from an early age and the learned resourcefulness levels vary in individuals raised in different environments. Such skills developed under the learned resourcefulness are closely related to life stories and experiences of individuals.

Depression

Depression is a significant contributor to the global burden of disease and affects people in all communities across the world. Today, depression is estimated to affect 350 million people. The World Mental Health Survey conducted in 17 countries found that on average about 1 in 20 people reported having an episode of depression in the previous year. Depressive disorders often start at a young age; they reduce people's functioning and often are recurring. For these reasons, depression is the leading cause of disability. (WHO, 2012)

Interpersonal problems have been found to be one of the causes of depression (Mirza I, Jenkins R. (2004)) Depression may be created by cognitive distortions, stressful life events, and physiological states. Although depression can occur in young children, it is much more common in adolescents. Children with low depression are able to perform daily activities actively and create a friendly and cooperative relationship with the classmates. Only then, they will be successful and happy in their schools and daily life.

Method

Research Method

In this study, Descriptive research design and quantitative survey method was used in order to investigate all the middle school students of Monastic Schools from both Mogok and Pyin Oo Lwin Townships.

Participants of the Study

The population for this study included Grade 6, 7, 8 and 9 students of eight monastic school from Mogok and Pyin Oo Lwin townships. Students were at the ages between 11 and 15 above. A total of 504 students (153 males and 351 females) were selected by using cluster sampling method.

Instruments

Three instruments were used in this study. In order to study the general self-efficacy, the instrument was adapted from General Self-Efficacy Questionnaires for Children (GSEQ-S) by Muris, P. (2001). For studying learned resourcefulness of students, Rosenbaum's Learned Resourcefulness Scale (Rosenbaum, 1980) was used. Children Depression Inventory (CDI; Kovacs, 1983) was applied in order to measure depression of students. Demographic data of participants were also investigated.

The questionnaires of the study were designed carefully so that students could fill out it easily and efficiently. It contained three dimensions: General Self-Efficacy, Learned Resourcefulness and Depression. General self-efficacy questionnaire consists of 24 items including three sub-dimensions namely, academic, social and emotional self-efficacy each having 8 items. For learned resourcefulness, there are 22 items. Then depression scale consists of 25 items and it has four sub-dimensions; negative moods (7 items), negative self-esteem (6 items), ineffectiveness (7 items) and interpersonal problems (5 items).

Procedures

In this study, the literature was gathered from books, journals, articles and internet sources. Preparing and modifying questionnaires of General Self-Efficacy, Learned Resourcefulness and Depression was done carefully to do the survey research. Experts' review was conducted for content validity by five experts of Educational Psychology field from Sagaing University of Education and two experts of retired lecturers from Yangon University of Education. The wording of items and pilot study were done with a sample of 100 students including Grade 6, 7, 8 and 9 in "International Buddhist Education Centre" (IBEC). Data collection was done in eight monastic schools from Mogok and Pyin Oo Lwin Townships during 2015-2016 Academic Year. Then data analysis procedures were done step by step. Finally, interpretation of the findings was made and conclusion was drawn.

Analysis of the Data

Data analysis were framed with using descriptive statistics, independent sample *t* test, one-way ANOVA and multiple regression analysis. The independent sample *t*-test was used to compare the differences in the variables by gender, township and living condition. One-way ANOVA was applied to compare the differences of the variables by age, grade and school. To investigate the relationships among students' general self-efficacy, learned resourcefulness and depression, the Pearson Product-moment correlation coefficient were calculated. In addition, Simultaneous multiple regression was conducted to investigate the best predictors of depression scores.

Data Analysis and Findings

Descriptive Statistics for General Self-Efficacy of Monastic School Students

At first, descriptive statistics were analyzed for mean, standard deviation, minimum and maximum scores of students' general self-efficacy. The result of analysis was described in Table 1.

Table 1 Mean and Standard Deviation of General Self-Efficacy of Students

Variable	Number	Mean	Minimum	Maximum	SD
General Self-Efficacy	504	71.29	39	96	10.02

Table 1 showed that the mean and standard deviation of general self-efficacy for the whole sample were 71.29 and 10.02. It can be seen that the minimum score was 39 and maximum score was 96. It can be concluded that students possessed satisfactory self-efficacy concerning their academic, social and emotional aspects.

Comparison of General Self-Efficacy of Monastic School Students by Gender

In order to explore the differences in general self-efficacy by gender, descriptive statistics and independent sample *t* test were conducted (shown in Table 2).

Table 2 Mean, SD and Result of *t* Test for General Self-Efficacy by Gender

Variable	Gender	Number	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
General Self-Efficacy	Male	150	69.09	9.32	-3.238***	502	.001
	Female	354	72.22	10.18			

Note: *** The mean difference is significant at the 0.01 level.

Based on the result of *t* test, general self-efficacy of monastic school students were influenced by gender. Female students possessed more general self-efficacy than male students.

Comparison of General Self-Efficacy of Monastic School Students by Township

To investigate the differences between Mogok and Pyin Oo Lwin Townships, descriptive statistics and independent sample *t* test were conducted (shown in Table 3).

Table 3 Mean, SD and Result of *t* Test for General Self-Efficacy by Township

Variable	Township	Number	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
General Self-Efficacy	Mogok	337	68.84	8.66	-7.715***	275.68	.000
	Pyin Oo Lwin	167	76.23	10.76			

Note: *** The mean difference is significant at the 0.01 level.

Based on the result of *t* test, general self-efficacy of monastic school students were influenced by Township. General self-efficacy of students from Mogok Township were significantly different from students from Pyin Oo Lwin Township ($t = -7.715$ and $p = 0.001$) at

0.01 level. It can be said that students from Pyin Oo Lwin Township had more self-efficacy or beliefs in their capabilities than students of Mogok Township.

Comparison of General Self-Efficacy of Monastic School Students by Grade

To explore the differences of general self-efficacy among Grade 6, 7, 8, and 9 students, descriptive statistics and one way analysis of variance (ANOVA) were conducted (Table 4).

Table 4 ANOVA Result for General Self-Efficacy of Students by Grade

Variable		Sum of Squares	df	Mean Square	F	p
General Self-Efficacy	Between Groups	1116.594	3	372.198	3.762**	.011
	Within Groups	49460.690	500	98.921		
	Total	50577.284	503			

Note: ** The mean difference is significant at the 0.05 level.

From this result, it can be concluded that there was a significant difference in general self-efficacy skill by grade at 0.05 significant levels. Then, Post Hoc test was computed by Games Howell method to be specific about the significant differences of general self-efficacy among the different grades. According to the results, it can be clearly identified that Grade 6 students possessed higher self-efficacy than Grade 9 students.

Comparison of General Self-Efficacy of Monastic School Students by School

In order to find out these differences in detail, one-way ANOVA was conducted and the result showed that there were significant differences in general self-efficacy of students among the different schools (Table 5).

Table 5 ANOVA Result for General Self-Efficacy of Students by School

Variable		Sum of Squares	df	Mean Square	F	p
General Self-Efficacy	Between Groups	11331.041	7	1618.720	15.3738**	.000
	Within Groups	52225.798	496	105.294		
	Total	63556.839	503			

Note: ** The mean different is significant at 0.001 level.

Post-Hoc test revealed that there were significant differences in the general self-efficacy skill among the schools. According to the results, it can be interpreted that students from School 7 had the highest general self-efficacy or beliefs in their capabilities and students from School 6 had the lowest self-efficacy.

Descriptive Statistics for Learned Resourcefulness of Monastic School Students

Next, the descriptive statistics were analysed for mean and standard deviation of students' learned resourcefulness. Table 6 showed that the mean and standard deviation of learned resourcefulness for the whole sample were 63.80 and 8.26. It can be seen that the minimum score was 34 and maximum score was 87.

Table 6 Mean and Standard Deviation for Learned Resourcefulness

Variable	Number	Mean	Minimum	Maximum	SD
Learned Resourcefulness	504	63.80	34	87	8.26

Comparison of Learned Resourcefulness of Monastic School Students by Gender

In order to explore the differences in learned resourcefulness by gender, descriptive statistics and independent sample *t* test were conducted.

Table 7 Mean, Standard Deviation and Result of *t* Test for Learned Resourcefulness by Gender

Variable	Gender	<i>N</i>	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Learned Resourcefulness	Male	150	62.66	7.83	-2.026**	502	.043
	Female	354	64.29	8.39			

Note: ** The mean difference is significant at the 0.05 level.

It was found that there was significant difference between male and female students concerning their resourcefulness ($t = -2.026, p = 0.043$) at the 0.05 level of significance. Thus, it can be concluded that there was a significant difference in learned resourcefulness of male and female students. Female students possessed more resourcefulness or coping skills than male students.

Comparison of Learned Resourcefulness of Monastic School Students by Grade

To explore the differences of learned resourcefulness among Grade 6, 7, 8, and 9 students, descriptive statistics and one way analysis of variance (ANOVA) were conducted (Table 8).

Table 8 ANOVA Results for Learned Resourcefulness of Students by Grade

Variable		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Learned Resourcefulness	Between Groups	624.336	3	208.112	3.088*	.027
	Within Groups	33691.822	500	67.384		
	Total	34316.159	503			

Note: * The mean different is significant at 0.05 level.

Then, Post Hoc test was computed by Games Howell method to be specific about the significant differences of learned resourcefulness among the different grades. According to the result, it can be concluded that Grade 6 students had the least resourcefulness or coping skills to difficult situations or problem situations. On the other hand, Grade 8 students had highest resourcefulness.

Comparison of Learned Resourcefulness of Monastic School Students by School

To explore the differences of learned resourcefulness among eight monastic schools, descriptive statistics and one-way analysis of variance (ANOVA) were conducted (Table 9).

Table 9 ANOVA Result of Learned Resourcefulness by School

Variable		Sum of Squares	df	Mean Square	F	p
Learned Resourcefulness	Between Groups	2782.933	7	397.562	6.253**	.000
	Within Groups	31533.225	496	63.575		
	Total	34316.159	503			

Note: **. The mean different is significant at 0.001 level.

To investigate more specifically how much students' learned resourcefulness skills differed in relation to their school, Post-Hoc test was computed by Games Howell method. It was found that students from School 7 had the highest resourcefulness or coping skills and students from School 8 had the lowest resourcefulness.

Descriptive Statistics for Depression of Monastic School Students

Finally, descriptive statistics for depression of Monastic School Students were analyzed.

Table 10 Mean and Standard Deviation of Depression of Students

Variable	Number	Mean	Minimum	Maximum	SD
Depression	504	44.68	25	82	11.24

Table 10 showed that the mean and standard deviation of depression for the whole sample were 44.68 and 11.24. It could be seen that the minimum score was 25 and maximum score was 82.

Comparison of Depression of Monastic School Students by Type of Living

In order to explore differences of students' depression between two types of living; living without parents and living with parents, the descriptive statistics and independent sample *t* test were used.

Table 11 Mean, Standard Deviation and Results of *t* Test for Depression by Type of Living

Variable	Type of Living	N	Mean	SD	t	df	p
Depression	Living without parents	320	46.37	11.66	4.805**	430.76	.000
	Living with parents	184	41.68	9.81			

Note: **. The mean difference is significant at 0.01 level.

According to the result, it can be concluded that students living without parents had more depression than students living with parents.

Comparison of Depression of Monastic School Students by School

To explore the differences of depression among eight monastic schools, descriptive statistics and one-way analysis of variance (ANOVA) were carried out (Table 12).

Table 12 ANOVA Result for Depression of Students by School

Variable		Sum of Squares	df	Mean Square	F	p
Depression	Between Groups	11331.041	7	1618.720	15.373****	.000
	Within Groups	52225.798	496	105.294		
	Total	63556.839	503			

Note: **** The mean difference is significant at 0.001 level.

Based on the results, students from School 5 had the highest depression than that of students from other monastic schools and students from School 7 had the lowest depression.

Relationships Among General Self-Efficacy, Learned Resourcefulness and Depression of Monastic School Students

To investigate the relationships among students’ general self-efficacy, learned resourcefulness and depression, the Pearson Product-moment correlation coefficient were calculated and the results were shown in Table 13.

Table 13 Relationships Among General Self-Efficacy, Learned Resourcefulness and Depression

Variables	General Self-Efficacy	Learned Resourcefulness	Depression
General Self-Efficacy	-	.531**	-.294**
Learned Resourcefulness	.531**	-	-.228**
Depression	-.294**	-.228**	-

Note: **. Correlation is significant at 0.01 level (2-tailed).

According to Table 13, the result revealed that general self-efficacy was significantly correlated with learned resourcefulness ($r = .531, p = 0.000$) and with depression ($r = -.297, p = 0.000$). Then, learned resourcefulness was also significantly correlated with depression ($r = .228, p = 0.000$). The relationship between general self-efficacy and learned resourcefulness was moderate positive correlation. And the relationship between general self-efficacy and depression was low negative correlation. Similarly, the relationship between learned resourcefulness and depression was also low negative correlation. Therefore, it could be interpreted that the better general self-efficacy and learned resourcefulness the students possess, the lower depression they would have.

Simultaneous Multiple Regression of Depression by General Self-Efficacy and Learned Resourcefulness

Simultaneous multiple regression was conducted to investigate the best predictors of depression scores. Next, the model summary of predictor, the general self-efficacy and learned resourcefulness scales, were described in the following model summary Table 14 to know the percentage of prediction of depression level.

Table 14 Model Summary for Depression, General Self-Efficacy and Learned Resourcefulness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306 ^a	.093	.090	10.724

a. Predictors: (Constant), general self-efficacy total and learned resourcefulness total

The result indicated that the adjusted R Square was .090. This indicates only 9% of the variance in depression was explained by the general self-efficacy and learned resourcefulness, according to Cohen (1988).

Table 15 The Multiple Regression Coefficients of General Self-Efficacy and Learned Resourcefulness in Predicting Depression

Variables	B	Std. Error	β
General Self-Efficacy	-.270	.056	-.241
Learned Resourcefulness	-.136	.068	-.100
Constant	72.604	4.093	

The students' depression was significantly predicted by general self-efficacy and learned resourcefulness. It was found that all of the predictor variables significantly combine together to predict students' depression although the predicting percentage was slightly low. Therefore, the regression model can be defined as the following equation.

$$\text{Depression} = 72.604 - .270 * \text{General Self-efficacy} - .136 * \text{Learned Resourcefulness}$$

To sum up, the students' depression could be predicted to some extent by students' general self-efficacy and learned resourcefulness.

Discussion

The main purpose of the study was to investigate the general self-efficacy, learned resourcefulness and depression of monastic school students in Mogok and Pyin Oo Lwin Townships. By the result, the mean and standard deviation for general self-efficacy were 71.29 and 10.02; those of learned resourcefulness were 63.80 and 8.26. Similarly, the mean and standard deviation of depression were 44.68 and 11.24 respectively. Thus, it can be concluded that students had high self-efficacy concerning their academic, social and emotional aspects. These students also possess high resourcefulness or coping skills to difficult situations to some extent. On the other hand, they had moderate level of depression concerning their mood, self-esteem and interpersonal cases.

Gender Difference: Based on the result of *t* test, it can be concluded that female students had more self-efficacy than male students. This finding was contracted to the result of research done by Imani S., Toriki Y., Zamani R. and Ebarahimi S.M. (2014), which indicated that the male elders showed a greater general self-efficacy than female elders. Similarly, there was significant difference in learned resourcefulness of students by gender. This showed that females possessed more resourcefulness or coping skills than males. This finding was similar to the results of Coskun (2007), and Karakoc (2009), which asserted that women had a higher level of learned resourcefulness compared to men, but it was contracted to the result of Sarici (1999), which

showed that male students have a higher level of learned resourcefulness compared to the female students. But there was no significant difference in depression between male and female students. This finding was contracted to the result of WHO (2008), which showed that the burden of depression is 50% higher for females than males.

Township Difference: To explore differences between Mogok and Pyin Oo Lwin Townships, independent sample t test was computed. For general self-efficacy, it can be said that students from Pyin Oo Lwin Township had more self-efficacy or beliefs in their capabilities than students of Mogok Township. However, there was no significant difference in learned resourcefulness and depression between students of Mogok and that of Pyin Oo Lwin Township. So it can be concluded that students of Mogok and students of Pyin Oo Lwin did not differ in coping skills or the ability to manage the stressful situations and depression level.

Living Condition: According to the result of independent sample t test, there was no significant difference in general self-efficacy and learned resourcefulness between students living without parents and students living with parents. So, it can be concluded that these types of living conditions did not differ in general self-efficacy and coping skills. It can be interpreted that students can cope their daily problems effectively whether they live together with parents or not. However, the results of t test showed that there was a significant difference in depression between students living without parents and students living with parents. It can be concluded that students living without parents had more depression than students living with parents. It was not surprising that students living without parents would suffer emotional insecurity, negative mood and negative self-esteem.

Age Difference: According to the result of ANOVA, it was found that there was no significant difference in general self-efficacy, learned resourcefulness and depression of students by age. This finding was contracted to the result of research done by Imani S., Torki Y., Zamani R. and Ebarahimi S.M. (2014) which showed that self-efficacy was negatively associated with age. Whereas concerning learned resourcefulness, the findings of Yildirim (2007), Dönmez and Genç (2006) and Hakice Necla Keles (2012), which showed that the level of perceived learned resourcefulness rises as, age increases.

Grade Difference: According to the result of ANOVA, there was a significant difference in general self-efficacy by grade. It was found that self-efficacy of Grade 6 students was the highest and it can be concluded that Grade 6 students had more beliefs in their capabilities. In contract, Grade 9 students had the lowest self-efficacy and it can be said that Grade 9 students possessed the fewest beliefs in their capabilities and it can be concluded that Grade 9 students are adolescents and so they might experience to failures in their past. For learned resourcefulness, there was a significant difference by grade. It can be concluded that Grade 6 students had the least resourcefulness or coping skills to difficult situations or problem situations. It can be said that Grade 6 students are the youngest among all the participants and they are only children, so it was not surprising that they had the fewest coping skills. Similarly, Grade 8 students had highest resourcefulness because they are adolescents and they could become stronger in coping skills when faced with the problem situations.

School Difference: In order to explore differences among eight monastic schools, one-way ANOVA was calculated. According to results, there was a significant difference in general self-efficacy by school. It can be interpreted that students from School 7 had the highest general self-efficacy or beliefs in their capabilities and students from School 6 had the lowest self-

efficacy. For learned resourcefulness, there was a significant difference by school. It was found that students from School 7 had the highest resourcefulness or coping skills and students from School 8 had the lowest resourcefulness. Then for depression, students from School 5 had the highest depression than students of any other schools and students of School 7 had the lowest depression level. According to the above results, it can be concluded that students from School 7 had the highest general self-efficacy and learned resourcefulness and the lowest depression. This revealed that the higher the general self-efficacy and learned resourcefulness, the fewer the depression. And it can be concluded that students from School 7 would be in good situations, and they will be satisfied their daily environments, and they would solve their problems encountered in their lives very well, and as a result, they had strong confidence and less depression. In the researcher's opinion, the researcher found that the teacher and the nuns in their atmosphere treated them warmly and kindly, and so they had emotional security although they are away from their parents. Then, it can be concluded that students from school 8 had the lowest resourcefulness because most of the students from School 8 are day school students. So, they live together with their parents and as a result, they didn't need to regulate their daily problems by themselves in compared to the other students who live away from parents. Then students from School 5 had the highest depression because they came from the remote areas or remote States such as Rakhine State, Chin State and Shan State and they could not live with their parents, and it was found that they were not happy in the school. Besides, the researcher found that the treatment of their teachers was not so warm and friendly, and so the researcher thinks that this factor will affect on their depression.

Relationship Among General Self-Efficacy, Learned Resourcefulness and Depression of Monastic School Students: Then, the relationship of general self-efficacy, learned resourcefulness and depression of monastic school students were examined. Correlation analysis showed that general self-efficacy was significantly correlated ($r = .531, p = 0.000$), and general self-efficacy and learned resourcefulness were negatively correlated with depression ($r = -.294, p = 0.000$) and ($r = -.228, p = 0.000$) respectively. Thus, it can be concluded that general self-efficacy and learned resourcefulness affect on the depression of students, and then general self-efficacy and learned resourcefulness depend upon each other. Therefore, the higher the general self-efficacy and learned resourcefulness, the fewer the depression. This result was consistent with the findings of Rosenbaum and Ben-Ari Simira (1980); this revealed that the high resourcefulness was positively correlated with self-efficacy. Then, Benedito & Botella (1991); Burns et al. (1994) explored that learned resourcefulness can help with managing depression.

Suggestions

It is still necessary to conduct many research studies about monastic school students concerning their psychological aspects in our country. Further researchers need to investigate students' general self-efficacy, learned resourcefulness concerning depression with larger size from other Townships, District, States and Regions of Myanmar. Further researches and detailed analysis will be needed to identify how general self-efficacy and learned resourcefulness can be developed in monastic school students and which factors can minimize students' depression.

Conclusion

This study showed that there was a correlation among general self-efficacy, learned resourcefulness and depression of monastic school students. Therefore, it is hoped that this paper will be beneficial for the teachers from the Department of Basic Education, teacher educators and administrators from teacher education institutions to get some ideas to explore the psychological well-beings and coping skills of the students. It can be helpful to cultivate our future generations to be good citizens who are healthy not only in physical but also in psychological aspects.

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