The Role of Individual and Collective Components on the Formation of Social Trust in Secondary High School Students

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Abstract

Purpose: The aim of this study was to investigate the role of individual and collective components on the formation of social trust in high school students.

Methodology: The present study in terms of applied purpose and in terms of performance, it was mixed (qualitative and quantitative). The research population in the qualitative section was experts, experts and specialists in the field of education and training and in the quantitative section were the principals and deputies of the second secondary school in Tehran in the academic year 2019-20, whose number was 380. The research sample in the qualitative section according to the principle of theoretical saturation were 15 people who were selected by purposive sampling method and in the quantitative section according to Cochran's formula were 190 people who were selected by multi-stage cluster sampling method. To collect data, review of research texts and literature, semi-structured interview and researcher-made questionnaire (110 items) were used. The validity of the interview was confirmed by a review of 10 faculty members and its reliability was calculated by the subject internal agreement coefficient of 0.86. It was obtained from 0.70. Data were analyzed in SPSS and AMOS software by content analysis, factor analysis and structural equation modeling.

Findings: Findings showed that in the formation of social trust, two components, individual and collective, played a role. Determination, self-control and collective component had nine dimensions of social commitment, social participation, social support, social respect, and social discipline, loyalty to values, behavioral validity, social development and friendly relations.

Conclusion: The results showed that individual and collective components played an effective role in the formation of social trust in high school students.

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1. Introduction

Trust as an influential element can shape all aspects of human life and make social life possible and easy, and social trust is one of the most important components of social development and the spread of modernity. Nowadays, trust has been conceptualized as the characteristics of individuals, the characteristics of social relations and the characteristics of the social system with an emphasis on behavior and interactions and biases at the individual level. Trust facilitates exchanges in the social space and minimizes the cost of exchanges and social negotiations and plays a crucial role in resolving issues related to social order (Karami & et al, 2019). Trust is the result of social interactions in groups and associations about social activities that if this trust is fully formed is one of the most important social assets and the stability of any society is closely related to social cohesion. In other words, one of the most important and effective factors in the cohesion and integration of society is trust between individuals and various social groups, and when social trust is eroded by the influence of various factors, social order and cohesion is also challenged (Habibov & et al. 2017). Therefore, trust is one of the basic aspects of human and social relations between individuals and social institutions, and in the course of interactions between social groups, it plays an important role in creating social order and integration and maintaining them, and at the same time, social trust is an important element. In social acceptance and empathy, it provides the ground for creating and increasing social interactions (Goldstein & et al, 2020).

Social trust is one of the most important aspects of human life that promotes economic, political, social and cultural action, and without it, as one of the prerequisites of civic culture, no secure interaction will occur (Day & Settersten, 2018). Social trust means the belief that members of a community have about each other based on shared values and norms. In another definition, it is accepted as the risk of confrontation and communication with others with the idea that they will behave appropriately (Vu & et al, 2019). They also defined social trust as the socially acquired and validated expectations and commitments that individuals have towards each other and the organizations and institutions related to their social life (Han & et al, 2019). Social trust in interpersonal, abstract and professional relationships is an important factor in the development of society and a prerequisite for the formation of social bonds and agreements and promotes cooperation, collaboration and collaboration (Guo & et al, 2017). In general, there are three types of trust, including interpersonal trust, generalized trust, and institutional trust, with social trust equivalent to generalized trust. Interpersonal trust is based on direct and face-to-face relationships and is based on personal relationships, and this type of trust is manifested in the interaction and relationships between family members, friends and colleagues. Also, generalized trust can be defined as having good suspicions about people in a community apart from belonging to ethnic and tribal groups, and is not limited to people with face-to-face relationships, but transcends family, neighborhood, ethnic, and local boundaries nationally, In addition, institutional trust that monitors people's feelings about different institutions and professions or even different parts of government (Lu, 2019). Trust facilitates human development and transforms one's relationship with others and the world into a creative and prosperous one, and this structure includes optimism, trust in cooperation, and confidence that people can put aside their differences and enjoy social life together. Because trust is an integral part of the public desire for life, in contrast, those who do not trust others are pessimistic people who are unable to cooperate with others (Parlasca & et al, 2020). Trust in any social system provides the basis for participation, cooperation and unity among the members of that community, encourages voluntary, innovative and creative activities, encourages individuals to be active in collective work, and facilitates social actions and interactions (King & et al, 2019).

There have been studies on the formation of social trust, but these studies have focused less on individual and collective components and no research has been found on students. For example, Bondourpour (2019) while researching the factors affecting the level of social trust including age, socio-economic status, marital status and media. The results of Beyari & Abaresi (2018) showed that the quality of

information, reputation and communication had a significant effect on social trust. In another study, Tamilina (2018) reported that generosity, sociability, religiosity, age, education, and employment status had a significant effect on social trust. The results of Abdolahzadehfard (2018) showed that the effective factors in forming and increasing social trust included acceptance capacity, social mediation, cooperation, cooperation, social support, sense of impact, social participation, trustworthiness, feeling and quality of relationships and environment. In addition, Javaheripour, et al (2014) divided the factors influencing the formation of social trust into two contextual and social components, which include age, gender, education, marital status, socioeconomic status and place of residence, and social components including satisfaction. From life, there was a sense of security, the use of mass media, altruism, religiosity, and the risk of trust, moral valuesand a sense of social justice. In another study, Asgari & Sherafat (2014) reported that education, participation, socioeconomic status, age and social exclusion were the factors influencing the formation of social trust. Therefore, little and scattered research has been done on individual and collective components in social and social formation and no research in this field has paid attention to students.

According to many studies, the level of social trust has decreased for a number of reasons, which many thinkers have influenced the social relations of citizens at the micro level, social institutions such as the family at the medium level and the social and political system at the macro level (Karami & et al, 2019). Also, social trust develops from early experiences in childhood and is formed during adolescence, and people with high social trust tend to expect benevolent motivations in interactions, and trust is a prerequisite for social life (Saidi & et al, 2020). Therefore, it is necessary to investigate the role of effective components in the formation of adolescent social trust in a study. In addition, although some studies have been conducted on the formation of social trust, but these studies did not focus on individual and collective components, and no research in this field was found on adolescents (high school students). Therefore, the present study is of great importance and necessity. The aim of this study was to investigate the role of individual and collective components in the formation of social trust in high school students.

2. Methodology

The present study was applied in terms of purpose and mixed in terms of implementation method (qualitative and quantitative). The research population in the qualitative part of experts, experts and experts in the field of education and in the quantitative part of the principals and deputies of the second year of high school in Tehran in the academic year 20-20, which numbered 380 people. The research sample in the qualitative part according to the theoretical saturation principle was 15 people who were selected by purposive sampling method and in the quantitative part according to Cochran's formula were 190 people who were selected by multi-stage cluster sampling method. In the qualitative sampling method for the qualitative section, the researcher with the help of his professors, according to the knowledge they had of experts, experts and experts in the field of education and the knowledge they found after examining them, 15 people after examining the inclusion criteria as a sample they chose. These criteria included a minimum of a master's degree, education in a field related to education, having an article or book, and at least 10 years of teaching experience at the university. In the multi-stage cluster sampling method for the quantitative section, the researcher, after coordinating with the Tehran Education Organization and obtaining their consent to conduct the research, first divides Tehran into five central, northern, eastern, southern and western regions and three regions randomly. Then a number of schools were randomly selected from each district and all the selected school principals and principals were selected as a sample if they met the inclusion criteria. These criteria included at least a bachelor's degree, education in a field related to education, and at least 10 years of work experience.

In order to conduct the present study, after reviewing the texts and literature of the research, he summarized and then according to it, design and interview questions with experts were done individually and in a semi-structured manner and the important contents of the interview were recorded and finally

the texts and literature were summarized again. He researched and summarized the results of the interviews and a social trust questionnaire was developed according to them. This questionnaire has 110 items in two individual components (16 dimensions and 67 items including positive thinking, flexibility, perfectionism, emotional stability, self-efficacy, self-confidence, adaptability, justice, determination, responsibility, responsibility, perseverance, perseverance, perseverance, perseverance, perseverance, perseverance and perseverance). Collective (9 dimensions and 43 items included the dimensions of social commitment, social participation, social support, social respect, social discipline, loyalty to values, behavioral validity, social development, and friendly relationships). It should be noted that the items are scored from one to five with the five-point Likert method and the psychometric indices of the instruments, ie interview and researcher-made questionnaire, were confirmed. The content validity of the interview was confirmed by reviewing 10 faculty members other than the research sample and its reliability was obtained by intra-subject agreement coefficient of 0.86 and the validity of each dimension of individual and collective components in the formation of collective trust with higher mean variance method. From 0.50 and the reliability of each of them was obtained by Cronbach's alpha and combination methods higher than 0.70. Finally, the data were analyzed in SPSS and AMOS software by content analysis, factor analysis and structural equation modeling.

3. Findings

Frequency and frequency percentage of demographic characteristics of the participants of the present study were presented in Table 1 in qualitative and quantitative sections.

Table1. Frequency and frequency of demographic characteristics of the participants in the present study in two parts: qualitative and quantitative

Qualitative part				Quantitative part			
Variables	Levels	Abundance	Frequency	Variables	Levels	Abundance	Frequency
Gender	Man	12	80%	Gender	Man	130	68/42%
	Female	3	20%		Female	60	31/58%
Age	40-31 years	3	20%	Age	40-31 years	24	12/63%
	50-41 years	7	46/67%		50-41 years	69	36/32%
	60-51 years	5	33/33%		60-51 years	97	51/05%
teaching experience	13-11 years	4	26/67%	work experience	17-11 years	31	16/32%
	16-14 years	8	53/33%		24-18 years	97	51/05%
	19-17 years	3	20%		Over 25 years	62	32/63%
education	Masters	6	40%	education	Masters	40	21/05%
	P.H.D	9	60%	Gender	Masters	95	50%
					P.H.D	55	28/95%

In the qualitative part, most of the participants were male (80%) and aged 41-50 years (46.67%), teaching experience of 14-16 years (53.33%) and doctoral education (60%) and in the slightly more part, they were male. (68.42%) and had an age of 51-60 years (51.05%), work experience of 18-24 years (51.05%) and master's degree (50%) (Table 1), the results of content analysis to identify its components and dimensions in the formation of social trust are presented in Table 2.

Table2. Results of content analysis to identify its components and dimensions in the formation of social trust

Selective coding (components)	Axial coding (dimensions)
Individual components	Positive Thinking, Flexibility, Perfectionism, Emotional Stability, Self-Efficacy, Self-Confidence, Compatibility, Justice, Determination, Responsibility, Kindness, Perseverance, Humility, Citation, Determination and Self-Control
Collective components	Social Commitment, Social Participation, Social Support, Social Respect, Social Discipline, Loyalty to Values, Behavioral Health, Social Growth, and Friendly Relationships

The results of content analysis showed that there were two components, individual and collective; So that the individual component has sixteen dimensions of positive thinking, flexibility, perfectionism, emotional stability, self-efficacy, self-confidence, adaptability, justice, determination, responsibility, kindness, perseverance, humility, cohesiveness, coerciveness and more self-assertiveness Were social support, social respect, social discipline, loyalty to values, behavioral validity, social development, and friendly relationships (Table 2). The results of factor analysis to identify individual and collective components in the formation of social trust are presented in Table 3.

Table3. Results of factor analysis to identify individual and collective components in the formation of social trust

Components	Factors or dimensions	Factor load	Convergent validity	Cronbach's reliability	Combined reliability
Individual components	Thinking positive	0/83	0/61	0/72	0/75
	flexibility	0/76	0/83	0/77	0/78
	Perfectionism	0/84	0/69	0/79	0/85
	Emotional stability	0/92	0/84	0/93	0/94
	Efficacy	0/87	0/68	0/87	0/89
	Self Confidence	0/90	0/69	0/81	0/85
	Compatibility	0/82	0/56	0/72	0/75
	Justice	0/93	0/54	0/70	0/79
	Determined	0/76	0/69	0/77	0/84
	responsibility	0/88	0/71	0/79	0/84
	Kindness	0/88	0/59	0/78	0/79
	Perseverance	0/73	0/69	0/77	0/78
	Humility	0/84	0/78	0/79	0/85
	Citation	0/79	0/78	0/81	0/85
	decisiveness	0/88	0/64	0/77	0/78
	Self-control	0/79	0/63	0/78	0/79
Collective components	Social commitment	0/93	0/61	0/77	0/84
	social participation	0/82	0/80	0/79	0/84
	social support	0/85	0/53	0/77	0/86
	Social respect	0/81	0/62	0/75	0/83
	Social discipline	0/89	0/64	0/70	0/79
	Loyalty to values	0/84	0/65	0/75	0/83
	Behavioral health	0/89	0/80	0/93	0/94
	social growth	0/91	0/77	0/87	0/89
	Friendly relations	0/87	0/62	0/79	0/84

The results of factor analysis showed that all factors or dimensions due to the factor load above 0.50 indicate the appropriate factor load. Also, the content validity of the dimensions was confirmed due to values higher than 0.50 of the extracted average variance (AVE) and their reliability was confirmed due to values higher than 0.70 Cronbach's alpha and hybrid (Table 3). Also, the results of the fit indices of the model showed that the R2 index for the individual component was 0.76 and the collective component was 0.65 and the GOF index for the individual component was 0.76 and the collective component was 0.85, indicating a suitable fit of the social trust formation model in the students. The second were high school. The results of structural equation modeling with standard path coefficients are presented in Figure 1 and the results of research hypotheses are presented in Table 4.
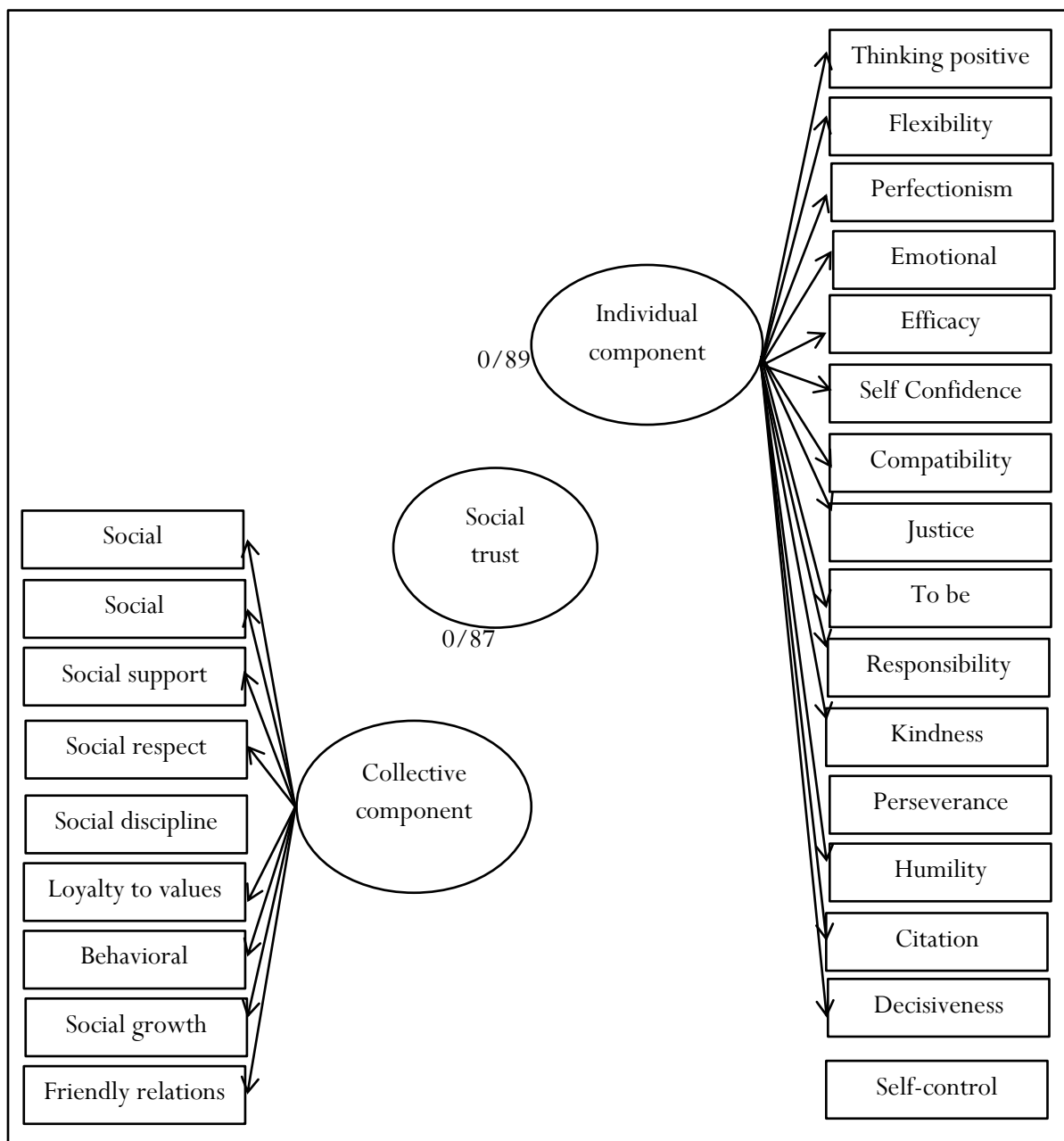
Figure1. Structural equation modeling results with standard path coefficients

Table4. Results of research hypotheses

theories	Path coefficients	Amara t	P-value
Individual component has a significant effect on social trust.	0/89	25/39	0/001
The collective component has a significant effect on social trust.	0/87	23/81	0/001

4. Discussion

Considering the decline of social trust in today's societies and the risk of its increasing decline, this study was conducted with the aim of the role of individual and collective components on the formation of social trust in high school students. Findings of the present study showed that in the formation of social trust, two components, individual and collective, played a role. Citation, assertiveness, and self-control and the collective component had nine dimensions of social commitment, social participation, social support,

social respect, social discipline, loyalty to values, behavioral validity, social development, and friendly relationships, all of which had good validity and reliability. Also, individual and collective components had an effective role in the formation of social trust in high school students and had a good fit model. These findings were in line with the findings of Bondourpour (2019), Beyari & Abaresi (2018), Tamilina (2018), Abdolahzadehfard (2018), Javaheripour et al. (2014) and Asgari & Sherafat (2014). One of the most fundamental issues facing today's societies is social trust, and in these societies progress and development will be possible when there is mutual trust in the social interactions of individuals. In a world as large as the emergence of great technological changes, countries can achieve progress and development where the participation of people in their society in important matters and in different social areas is very high due to mutual trust between individuals and groups. Thus, social trust has been one of the most important issues in human life in all ages and its importance has increased over time. So, we do not make a mistake if we consider social trust as one of the roots of all human interactions in all ages. In some studies, the role of individual factors and in others, the role of collective factors has been considered.

Effective components in the formation of social trust include efforts to promote social trust in human resources, integration of managers and decision makers to support training, importance to organizational decisions, planning, constructive organizational relationships to improve insight, increase awareness of communication-based guidelines Human and organizational, using mutual respect, designing a codified model of social discipline, recognizing the degree of adaptability and understanding of opportunities, improving results in elite decision-making, strengthening the spirit of partnership and teamwork, learning solutions to maintain social trust, attention to growth and excellence, Planning is based on prioritized ideas and suggestions, transparency and alignment, honesty, responsibility and consistency in activities.

Individual components played an effective role in shaping the social trust of high school students. For example, positive thinking in educational institutions is a mental and emotional approach that affects the development of a learning spirit. Positive-minded students and teachers enjoy greater health, happiness, and success, and are better able to overcome obstacles, including academic and non-academic barriers. Flexibility, emotional stability, adaptability, responsibility, determination, perseverance and determination play an important role in the cohesion of a person's personality and striving for growth and excellence. Such people try to improve their communication and social characteristics to communicate decisively and responsibly with others. They say that these traits can lead to the trust of others. Also, perfectionism, self-efficacy, self-confidence, Citation, assertiveness and self-control improve one's self-esteem and effective communication with others by increasing one's self-esteem, and these people have a great ability to manage and control their behaviors and can whenever they want. Others approach or distance themselves, without upsetting others or seeing them as insecure. In addition, justice, kindness, and humility increase the desire of others to be close to someone with such qualities. Justice-loving, kind, and humble people with high empathy and empathy have a high ability to establish emotional relationships with others, and others have a strong desire to establish relationships with them and help others without any expectations, and such people are usually known as trustworthy people. As a result, individual components can play an effective role in shaping the social trust of high school students.

Collective components played an effective role in shaping the social trust of high school students. For example, social commitment, social participation, social support, social respect, social discipline, loyalty to values, social growth and friendly relationships play an effective role in improving social relationships and interaction with others in various environments such as schools. By increasing positive beliefs about others and one, these traits enable people to communicate with others and express what they have in mind without any fear or apprehension. Others, seeing such people because of their trust in them, have a great desire to be close to them. Also, in behavioral validity, the common ideal of moral thinking, social skills and training of human resources specialized in education is considered and in schools, educational groups should perform well within themselves, meaning that group members interact positively with each other in group

and professional work. And have a builder. As a result, collective components can play an effective role in shaping the social trust of high school students.

Every research has its limitations and this research is no exception to this rule. The present study is qualitative and therefore care should be taken in generalizing the results and findings to other conditions and situations. Also, in qualitative research, the researcher's assumptions and prejudices may always affect the research results. However, in this study, an attempt was made to prevent it. Other limitations of the research include the existence of little research on the components affecting the formation of social trust and the limitation of the research community to secondary schools. Therefore, in generalizing the results, more caution and research should be done on social trust in schools. Another suggestion is to conduct this research in the first and second elementary schools or even the first secondary school and compare the results with the results of the present study. According to the results of the present study, it is suggested that appropriate cultural and scientific contexts be provided to increase student participation in various settings, including school and society, and to support them for this purpose. Another proposal is to increase the context for the formation and promotion of social trust through individual and collective components and its dimensions. Another suggestion is to create various groups, organizations and associations in the school environment or affiliated environments so that students can join and work in them according to their interests and abilities. The last suggestion is for parents to try to ask the opinion of students (their children) in family decisions and to apply their opinion in the final decision as much as possible.

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