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The Model of Social Trust based on Social Intelligence, Social identity and Social Isolation based on the Moderating Role of Gender and Family Economic Status on Senior High School Students in Tehran

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Abstract

Purpose: The purpose of this study was to model social trust based on social intelligence, social identity, and social isolation based on the moderating role of gender and family economic status on secondary school students in Tehran.

Methodology: The research method was descriptive correlation based on modeling and structural equations. The statistical population consisted of all high school students in Tehran in the year 2019, from which 495 students were selected by multistage cluster sampling method. Data collection was done based on Social Confidence Questionnaire (Johnson, 1993), Social Intelligence Questionnaire (Ang Ton Teeth, 2008), Social Identity Questionnaire (Jenkins, 2000) and Social Isolation Questionnaire (Modaresi Yazdi, 2014). Data analysis was done by SPSS19 and PLS-SEM software in two descriptive and inferential sections. Structural equation modeling was used to test the hypotheses.

Findings: The results showed that based on the identified dimensions and components, the research model had a good fit. The results also showed that the results of social isolation, social intelligence and social identity had an impact on students' social trust. It should be noted that the social isolation variable has a negative coefficient and social intelligence and social identity have a positive path coefficient. It is therefore concluded that gender has a moderating effect on the coefficients of variable social identity on social trust. The coefficient indicates that social identity in girls has a greater impact on social trust than boys. It should be noted that gender has no moderating role in the relationship between social intelligence and social isolation with social trust. The results also showed that the relationship between social identity, social intelligence and social isolation with social trust in the high and low economic status group was different.

Conclusion: Therefore, it is concluded that the economic situation has a moderating effect on the coefficients of the variables of social identity, social intelligence and social isolation on social trust.

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1. Introduction

Students are national assets whose identification of psychological factors affecting their well-being can be of increasing help in developing their talents. Identifying the major psychological and personality factors of these people can be of great help to those involved and experts in education to help them overcome obstacles and pave the way for the crystallization of their abilities and flourishing (Tabatabai, OjNejad, Qaltash, 2015). The variable discussed in this research is social trust in students. Man is a social being and in order to live in society, he needs to communicate with other human beings, the relationship that exists in the contemporary world between human beings who are different in many ways (Jalaeian Bakhshande, Ghasemi, Taghi Iman. 2018). The foundation of these social connections is trust. Trust is one of the social phenomena that plays a vital role in various levels of human relationships and interactions (Talebi, Barzegari Zahj. 2012.) Therefore, trust is the inevitable way of life and a basic condition for a healthy society (Witenberg & Butrus, 2013). . Human beings today are largely incapable of social life without social trust, and in today's society progress and development will be possible only when there is mutual trust in the social interactions of individuals. Social trust has been studied from different perspectives of social psychology, sociology and epistemology. In the field of psychology and social psychology, trust is introduced as an individual characteristic, emphasizing individual feelings, emotions and values, and in its study, theories of personality and individual variables are considered (Saffarinia, Sharif. 2011).

In the social psychological approach, the source of social trust is sought in the personality of individuals. Trust is usually related to a person's personal capacity to rely on or build trust in another person's accuracy, credibility, and behavior (Saiyadi 2014). Johnson (in his theory states that social trust includes five indicators of honesty, frankness, cooperative tendencies, confidence and trust (Saffarinia & Sharif, 2011) Social trust is a tendency towards socialization that is not only influenced by the inner personality of individuals and experiences They are the beginning, but also influenced by others in face-to-face interactions and products of adult life experiences (Saffarinia & Solgi, 2011). This cognitive construct, influenced by the personality of individuals and their living environment, is a basic condition for a healthy society. Situations in which people communicate with trust are beneficial not only to the parties, but also to society (Edrisi, Rahmani Khlili, Moazemi, 2011). It has the characteristic of being reliable at the pole of stability and optimism, in the dimension of extraversion. Theorists such as Blau, Johnson, and Christopher have examined and analyzed the concept of trust from the perspective of their theories. All of these theorists consider trust as an individual characteristic and influenced by the actions of individuals (Jalaeian Bakhshande, et al 2018).

Building trust is one of the skills of social intelligence. This skill is related to trust and ethics in relation to others and the ability to build trust in them (Tabatabai, et al 2015). Accordingly, in this study, the development of a model of social trust based on a variable such as social intelligence has been selected. The term social intelligence was first coined in 1920 by Thorndik. He defined social intelligence as the ability to understand and manage men, women, boys, and girls to act wisely in human relationships (Saffarinia Majid 2015). Wu, Wu (2019) consider social intelligence as the ability to establish interpersonal relationships (Saffarinia, Solgi. 2010). Social intelligence can be broadly defined as the type of intelligence behind interactions and behaviors (Azad. 2013). Social intelligence is a set of skills and talents that indicate the ability to understand and how to express or control emotions and feelings (Saffarinia Majid 2015) A person with high social intelligence in the areas of identifying, understanding and controlling emotions also has the talent and Has the necessary skills. This intelligence is the cause of our success in social communication and has not been achieved through education and study, although it can be developed during childhood and even adulthood, and social intelligence is the emotional skill to maintain close relationships in friendships, marriages or relationships. Job is essential (Azad. 2013). Ghorbanian research results. (2018) showed that people with high social intelligence know how to control and direct their

emotions and the feelings of others. According to these contents, this variable has been selected as one of the predictors of social trust to develop a model.

Situations where people communicate with trust are beneficial not only to the parties but also to society. The culture of trust strengthens the bond between the individual and the community (family, school, university, etc.) and gradually expands the sense of identity and the individual acquires and collective cohesion that leads to cooperation, mutual aid and even a desire for sacrifice for the sake of It is possible to establish others among them (Seidi, 2016). Identity is one of the components of the realities of the mind that is in the dialectical relationship of the individual with society and is formed in the processes of socialization and after emergence, remains the same or in some cases changes and is re-formed based on new relationships. The processes that make up a social identity react to the social structure, change it, or preserve it. Social structure can give rise to a variety of social identities in individuals and is well recognizable. Identity diversity is a social product with relatively stable elements (Jenkines 2008). In this regard, the results of Saffarinia Majid (2015) showed that social identity is formed from the psycho-social needs of social actors and is a prerequisite for any social life. Social identity enables the establishment of a stable and meaningful psychological relationship with others - which is the axis and basis of social life. Therefore, choosing social identity as a predictor of social trust is not far from the mind. Erikson (1977) argues that, in principle, those with low levels of trust or distrust experience more stress and suffer more physical and emotional distress than those with higher levels of confidence (Saffarinia & Sharif, 2011).

Man is a social being and interacts with his fellow human beings in society, but "social isolation" in dealing with other members of society causes him many problems (Vakilian, Ghanbari Hashemabadi, Tabatabai. 2008). Seeman (1959) states: Social isolation, which is defined as the separation of individuals or groups, is the result of a lack of interaction and communication (ModarresiYazdi. 2014). Lack of trust weakens or reduces social relations in individuals and creates social isolation for them. And because social trust is the premise and facilitator of communication with others, its absence suspends the threads of connecting individuals with each other and with groups. Social isolation is the result of the absence or reduction of interactions and communication (Talebi, Barzegari Zahj. 2012).

Research results Hajizadeh Meymandi, EskandariFard. (2013) entitled "The relationship between social trust and social harmony" conducted in the city of Yazd shows that if distrust spreads in society, there is a field of misunderstanding and separation and leads to weakening of social identity and misunderstanding between individuals. And human life without a sense of trust in the world around us is accompanied by an unbearable conflict that may lead to the disintegration of the individual's psyche and his destruction. Also, social trust has a significant relationship with social intelligence through increasing the development of human communication with others and the world, in a flourishing and creative way, and thus social trust is effective on social harmony by affecting cooperation and social participation. In another study conducted by Seidi among pre-university male students in Ilam (2014) entitled "The relationship between the dimensions of social capital and social identity" shows that there is a significant relationship between social trust and students' social identity. Johnson (2016) in a study entitled The effect of social identity on the performance and treatment of social anxiety disorder showed how with specific training and strategies, people can show their social identity and the importance of social identity to join social groups in society and trust He pointed to them. Hampel (2011) in his study entitled "The relationship between social anxiety and social intelligence" concluded that there is a negative correlation between the dimensions of social anxiety and aspects of social intelligence (Saffarinia Majid (2015)). Another study was the relationship between social capital and students' social identity, which was a case study of eleven public universities in Tehran conducted by Amiri in October 2003. The main purpose of this study was to assess the amount of students' social capital and to examine the type of correlation in terms of intensity and direction with how they are defined and perceived from social aspects of their identity. There was significance.

Mostafavi Kahangi's research entitled "The role of social and cultural factors in the formation of social trust of Shahreza youth" in (2015) showed that trust strengthens the individual's connection with society and affects feelings related to identity and increases social identity. Regarding trust, it shows that this concept in the psychological school is essentially a personal characteristic and as a personal characteristic is related to characteristics such as class, income, age and gender (Kamali, Eskandari. 2011). Accordingly, in this study, gender In Kamali (2004), the level of trust in women is lower than men, so that on a similar scale to men, they are below the average level and their differences with men are lower. Parsa Mehr and Abolhassanzadeh's study entitled "Study of factors related to social trust of Turkish and Kurdish ethnic groups in Urmia" (2015 showed that economic security plays the most important role in explaining the variable of social trust. According to Uslaner) 2002) in the book "Ethical foundations of trust "Ed," he said, noting that American public trust has been declining since the 1960s. In his cross-sectional and longitudinal research, he has proven that rising economic inequalities in American society have led to pessimism, which in turn has eroded social trust.

Since in previous studies the issue of social trust with the variables of social intelligence, social identity and social isolation based on modeling has not been studied, and if they have been studied as relationships, it is very rare and also old and there is a research weakness in this area. It seeks to fill the research gap in this field and develop a model for social trust based on the mentioned variables. Meanwhile, in this study, the model will be developed, taking into account the amount of per capita income of the family and among secondary school students (boys and girls). The reason for choosing the gender variable as a moderator is to compare social trust between adolescent girls and boys. Nevertheless, should the variables of social intelligence, social identity and social isolation play a predictive role for social trust? And can they be used to model social trust?

2. Methodology

The research method was descriptive, correlational based on modeling and structural equations. The statistical population of the study included all high school students in Tehran who were studying in public schools in the 2018-19 academic years. Through multi-stage cluster sampling, 5 regions of Tehran, ie north, south, east, west and center were selected and in the next stage, 10 schools were selected from these 5 regions, ie 1 boys 'school and 1 girls' school from each region and in the next stage from each School 54 people, of which 3 classes and 18 people from each class were randomly selected. The sample size in structural equation modeling methodology can be determined between 5 to 15 observations per measured variable (Q15> n> Q 5) in which Q is the number of observed variables or the number of items (questions) of the questionnaires and n The sample size is (Hooman, 2012). Accordingly, since the total number of items in the variable questionnaires in this study is 99 items, we multiply it five times to make a total of 495 people. It should be noted that the necessary explanations about the knowledge of the objectives of the study, voluntary participation, privacy, confidentiality, non-registration of identification details, the right to cancel the continuation of all stages of data collection in the study and consent of subjects to participate in the study was taken. In the present study, 50.1% of the statistical sample was boys and 49.9% were girls. The prevalence was 63% for students with moderate to low economic status (less than 3.5 million per month). Students were selected from 10 schools in different parts of Tehran in almost equal proportions. hnson Social Trust Questionnaire Measurement Tool (2016), Social Intelligence Questionnaire Ang. (2008), Jenkines Social Identity Questionnaire (2008) and ModarresiYazdi researcher-made social isolation questionnaire. (2014).

Social Trust Questionnaire: This is a 25-item questionnaire by Saffarinia, Sharif. (2011) Based on Johnson theory. (2016) was made, and is based on five indicators of behavior based on trust, cooperative tendencies, frankness, honesty and confidence. For each component, 5 questions are considered. The scoring of items is based on the Likert scale of five points. In terms of reliability, Cronbach's alpha

coefficient of the whole questionnaire was equal to 0.95 and Cronbach's alpha coefficient of all five components were equal to 0.97, 0.97, and / 96, respectively 0, 0.96 and 0.96. In terms of validity, the results showed that with the principal component analysis method, there is only one factor that explains 52.92% of the variance and that factor was related to question one. In the present study, Cronbach's alpha for the whole questionnaire was reported to be 0.89.

Social Intelligence Questionnaire: Social Intelligence Questionnaire Ang. (2008) by Saffarinia, Solgi. (2010) Translated into Persian contains 45 two-choice questions (yes, no). And scoring is based on the Likert scale, whose options are scored with zero and one and each subject will score between 0 and 45, and a higher score means higher social intelligence, and Cronbach's alpha coefficient, by retesting and halving, respectively. Equivalent to 0.78, 0.75 and 0.76 which is a satisfactory rate, Also, the results of the study using the concurrent validity of this questionnaire with the Shrink Emotional Intelligence Questionnaire indicated a significant positive relationship between these two questionnaires ($r = 0.75$) which indicates the concurrent validity of the Social Intelligence Questionnaire. In addition, the results of exploratory factor analysis and principal component analysis (PC) through varimax rotation confirm the existence of a factor with a value greater than one, called "social intelligence", which, of course, was accompanied by the removal of 9 items. In the present study, Cronbach's alpha was reported to be 0.78 for the whole questionnaire.

Social Identity Questionnaire: This questionnaire is based on two dimensions of individual and collective identity taken from the theories of Jenkines (2008) by Saffarinia, Sharif. (2011) made. This questionnaire, which is a type of pencil-paper and self-reports, consists of 20 items, 10 of which indicate the individual dimension and the other 10 items indicate the collective dimension, In Saffarinia, Solgi. (2010) The reliability of the questionnaire using Cronbach's alpha method for the whole questionnaire was 0.74 and for items between 0.51 to 0.58 which is satisfactory. Also, the results of the research in terms of face validity of the questionnaire and the results of exploratory factor analysis and principal component analysis (PC) through varimax rotation confirmed the existence of a factor with greater specific value than one called "community identity". In the present study, Cronbach's alpha for the whole questionnaire was 0.77.

Social Isolation Questionnaire: This questionnaire was developed by ModarresiYazdi 2014 to conduct a master's thesis at the Faculty of Social Sciences, Yazd University. The questionnaire is a pencil-paper and self-report questionnaire, consisting of 18 items and four subscales of loneliness, helplessness, social despair and reduced social tolerance. Items are scored on a five-point Likert scale such as "very high = 5", "high = 4", "somewhat = 3", "low = 2" and "very low = 1". Therefore, the minimum and maximum scores obtained from this questionnaire will be equal to 18 and 90, respectively. In Modarresi Yazdi (2014) research, the reliability of the questionnaire using Cronbach's alpha method in the whole sample was equal to 0.79, which is a satisfactory rate. The reliability of the questionnaire, respectively, subscales are: loneliness (0.79), helplessness (0.85), social despair (0.73) and decreased social tolerance (0.78), which is a satisfactory rate. Also, the validity of the questionnaire was obtained through face validity in such a way that its validity was confirmed by several expert professors. In the present study, Cronbach's alpha for the whole questionnaire was 0.73.

Inferred statistical methods of "PLS-based structural equation modeling" were used to analyze the research hypotheses. Structural equation modeling was used to analyze the research hypotheses.

3. Findings

Descriptive findings of research variables are given in Table (1).

Table1. Descriptive findings of research subscales

Variable	sub scale Statistical index	Average	The standard deviation	Minimum	Maximum	tilt	Elongation
Social trust	Trust-based behavior	16.77	2.80	5.00	25.00	-0.37	1.10
	Collaborative tendencies	18.59	2.86	5.00	25.00	-0.70	2.85
	clearly	16.74	2.42	8.00	25.00	-0.16	1.65
	Honesty	15.63	2.38	8.00	24.00	-0.22	0.76
	Assurance	14.15	2.76	6.00	23.00	-0.17	0.21
social Identity	Individual	31.63	4.22	18.00	49.00	0.22	1.15
	Collective	33.83	7.38	13.00	77.00	0.38	2.59
Social isolation	Loneliness	14.92	3.57	6.00	30.00	0.36	0.66
	Helplessness	9.44	3.82	1.00	20.00	0.50	-0.53
	Social despair	13.47	3.05	5.00	25.00	0.36	0.32
	Decreased social tolerance	13.44	3.01	4.00	20.00	-0.08	-0.14
social intelligence	social intelligence	22.95	4.60	8.00	61.00	0.86	9.03

The results of the table show that among the components of social trust, the highest mean is related to the tendencies of collaborators and the lowest mean is related to confidence. In addition, skew and indices show that the distribution of some variables is not normal. To check the normality of univariate, a general criterion recommends that if the curvature and elongation are not in the range (-2, 2), the data will not have a normal distribution.

In this section, the results of the measurement model are reported.

Table2. Fitting indices of the reflective measurement model of latent variables

Variable	sub scale Statistical index	Factor load	Values t	P
Social trust	Trust-based behavior	0.69	14.17	0.001
	Collaborative tendencies	0.68	12.47	0.001
	clearly	0.29	2.73	0.003
	Honesty	0.49	5.62	0.001
	Assurance	0.48	4.20	0.001
social Identity	Individual	0.83	24.92	0.001
	Collective	0.88	39.68	0.001
Social isolation	Loneliness	0.56	4.87	0.001
	Helplessness	0.41	3.04	0.001
	Social despair	0.29	1.84	0.06
	Decreased social tolerance	0.93	27.81	0.001

As can be seen, all factors have a significant factor in social isolation and social identity. In the factor of social isolation, all factors except social despair have a significant factor burden. The conceptual model tested in the form of standardized coefficients is presented in Figure2 the numbers written on the lines are in fact the β-coefficients of the regression equation between the variables, which is the path coefficient. The numbers inside each circle indicate the value of R2 or the explained variance of the model whose independent variables are entered into the circle via arrows.
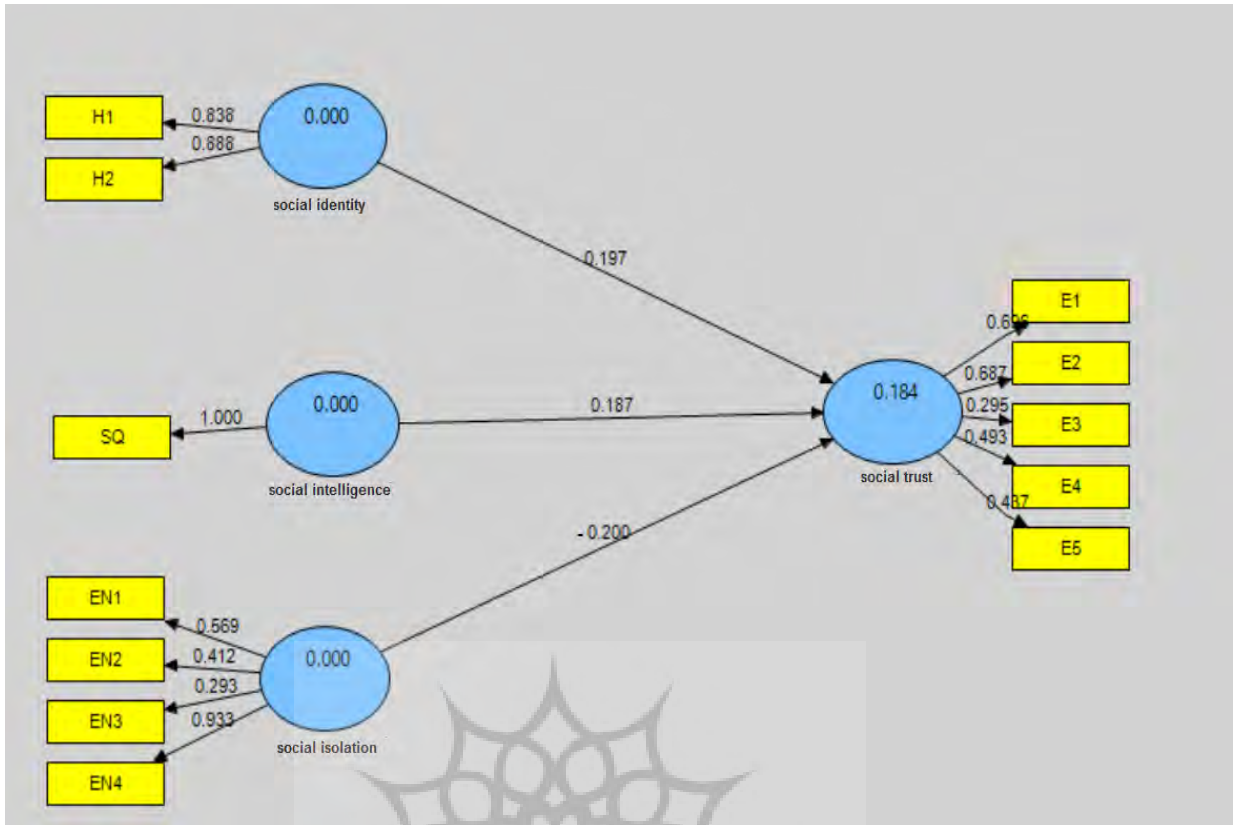
Figure1. Non-standardized coefficients of research conceptual model paths

To check the significance of the path coefficients, it is necessary to show the value of t of each path.
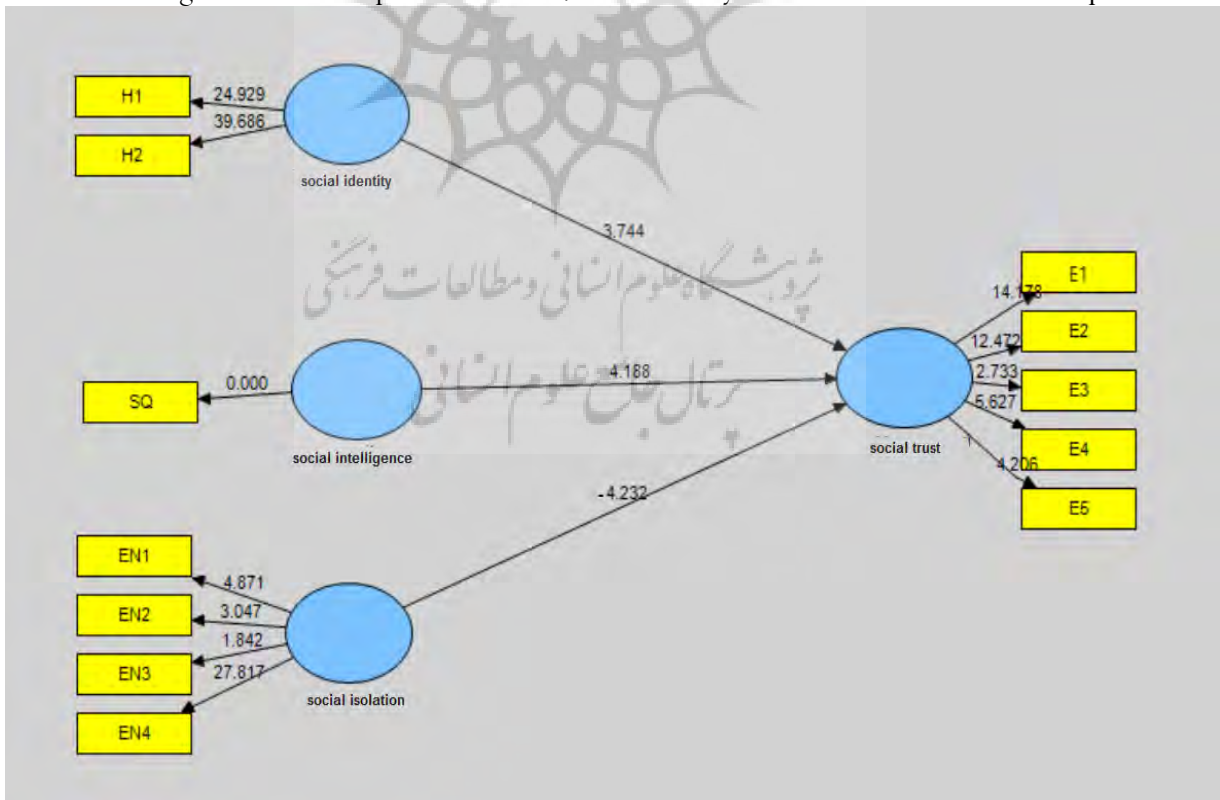

Figure2. T values of the concepts of the research conceptual model

After confirming the model fit, the relationships between the variables are tested in direct effect tables.

Table3. Coefficients and significance of direct effects on social trust

Criterion variable	Type of effect	Predictive variable	Non-standardized coefficient	β standardized	Significant statistics
social trust	Direct	social Identity	0.193	0.197	3.74
social trust	Direct	social intelligence	0.192	0.187	4.18
social trust	Direct	Social isolation	-0.205	-0.200	-4.73

The results of the table above show that social isolation, social intelligence and social identity affect social trust in students (P <0.01). It should be noted that the variables of social isolation have a negative coefficient and social intelligence and social identity coefficient they have a positive direction.
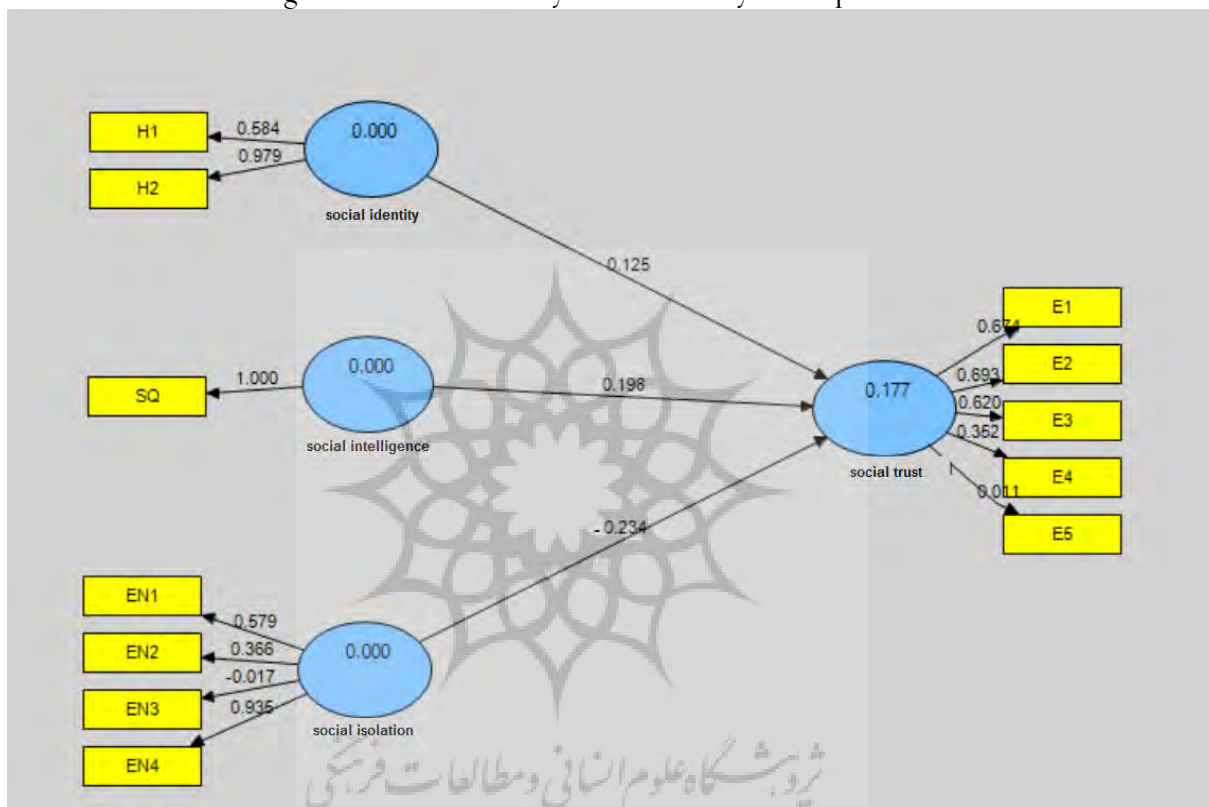

Figure3. Standardized coefficients of conceptual model research paths in boys group

Table4. The role of gender moderator in the relationship between social intelligence, social identity and social isolation with social trust

Criterion variable	Type of effect	Boys (1)		Girl (2)		Compare 1 with 2	
		Coefficient	Error	Coefficient	Error	t	P
social trust	Direct	0.125	0.05	0.331	0.11	3.04	0.001
social trust	Direct	0.198	0.07	0.154	0.08	0.38	0.623
social trust	Direct	-0.234	0.07	-0.189	0.09	0.29	0.747

The results of t-test to compare the pairs of coefficients in the two groups of girls and boys are given in Table 4. According to the observed level of significance for comparing the two groups, it can be said that the relationship between social identity and social trust is different in girls and boys (p <0.05). Therefore, the null hypothesis is rejected and it is concluded that gender has a moderating effect on the coefficients of the variable effect of social identity on social trust in the model. The value of the coefficient shows that social identity in girls has a greater impact on social trust than boys. It should be noted that gender has no moderating role in the relationship between social intelligence and social isolation with social trust (p>

0.05). In the following, the moderating role of the economic situation in the conceptual model of the research is examined.

Table5. The moderating role of economic status in the relationship between social intelligence, social identity and social isolation with social trust

Criterion variable	Type of effect	Medium to high (1)		Bottom (2)		Compare 1 with 2	
		Coefficient	Error	Coefficient	Error	t	P
social trust	Direct	0.224	0.11	0.145	0.10	2.12	0.03
social trust	Direct	0.158	0.06	0.237	0.09	2.38	0.01
social trust	Direct	-0.286	0.13	-0.198	0.11	2.29	0.02

The results of t-test for comparing the pairs of coefficients in the two groups of high and low economic status are given in Table 4. According to the observed level of significance for comparing the two groups, it can be said that the relationship between social identity, social intelligence and social isolation with social trust in the group of high and low economic status is different (p <0.05). Therefore, the null hypothesis is rejected and it is concluded that the economic situation has a moderating effect on the coefficients of influence of the variables of social identity, social intelligence and social isolation on social trust in the model.

4. **Discussion**

The aim of this study was to model social trust based on social intelligence, social identity and social isolation based on the moderating role of gender and family economic status in high school students in Tehran. By analyzing the data, it became clear that the designed model has a good fit according to the research components. On the other hand, the results showed that the results of social isolation, social intelligence and social identity affect social trust in students. It should be noted that the variables of social isolation have a negative coefficient and social intelligence and social identity have a positive path coefficient.

In examining the factors related to social isolation, the findings show that with increasing the level of social trust, the amount of social isolation decreases, the results of this study by Roos, et al 2000 and the findings of Chalabi, AmirKafi. (2004) confirms the effect of trust on isolation and social relations. Roos (2000) has introduced trust as one of the important factors that lead to the emergence of positive social relationships at various social levels. He believes that the main characteristic of distrusted people is that they try to maintain a distance between themselves and others, and therefore build a fence between themselves and others, One of the major forms of distrust at the social level of Ras et al. Also comment on Chalabi. (2012) confirmed that distrust and suspicion have a diminishing effect on social relations and connections and this provides a good ground for social isolation of individuals. In fact, the findings show that while trust and goodwill facilitate social relationships, mistrust reduces the level of relationships and leads to social isolation.

Also the findings of this study with the findings of Al-Saree, Alshurman (2015) showed that emotional intelligence (which is a construct close to social intelligence) was negatively correlated with social isolation and positively correlated with social trust. Interaction or loneliness was also aligned. In explaining the result, the following can be mentioned. Social intelligence has desirable and constructive components and functions in social relationships that strengthen the trust and interpersonal and social relationship of the individual with other people. Silura (2001) also states that people with social intelligence have a strong component called social awareness, social awareness is one of the components of social intelligence, provides appropriate behaviors in social settings. People with high social awareness succeed in taking appropriate action in social settings, and show a rational reaction and behavior in response to the behaviors of others. In other words, people with social awareness know what to say, how to properly behave, and how to engage with others. High social intelligence reduces stress at work and school. Social intelligence also builds social trust, which in turn enables individuals to interact appropriately in human relationships.

If people strengthen their social identity and have more social connections, they will feel more power and empowerment and, accordingly, they will feel more social trust. These people feel more confident because of interacting with society and gaining more knowledge and awareness of society, and in fact are less afraid of entering society. Students who have not strengthened their social identity, on the other hand, feel less confident because of fear of being in the community and not knowing the community, and perhaps feeling powerless in the face of potential problems. Of course, this relationship can also be interpreted in reverse. That is, people who feel more trusted have more interaction with society and their social identity is more shaped. On the other hand, identity is the source of meaning and experience for individuals. Each individual may have multiple identities, the existence of homogeneous identities in society provides a good platform for social trust. Social identity arises from membership in social groups. The age of globalization is also the age of nationalism again, a fact that can be seen in the reconstruction of the pervasive identity based on nationality and, of course, in line with global identities in achieving development. According to some researches (Thomas (2019); Vincent (2019); Akdemir (2018)) it can be said that a person can have a global identity while having a social identity, these identities are not necessarily in opposition to each other but can interact with each other. And take a step towards the development of society.

The results also showed that according to the observed level of significance for comparing the two groups, it can be said that the relationship between social identity and social trust in girls and boys is different. Therefore, the null hypothesis is rejected and it is concluded that gender has a moderating effect on the coefficients of the variable effect of social identity on social trust in the model. The value of the coefficient shows that social identity in girls has a greater impact on social trust than boys. It should be noted that gender does not play a moderating role in the relationship between social intelligence and social isolation with social trust.

Trust is one of the most important aspects of human relations and the foundation of partnership between members of society. In the psychological dimension, Erickson considers fundamental trust, and he believes that fundamental trust is an attitude towards oneself and the world around one that is the result of personal experiences in early life, and from the perspective of followers of personality approaches, social trust is a component of personality. This means that people differ in whether they trust or distrust others based on their personality traits. Social identity is a sense of belonging and solidarity to society; In such a way that the individual considers himself committed to the standards and values of society and participates in its various affairs, and in times of crisis, the fate of society and overcoming the crisis are important to him. Any factor and phenomenon that disrupts the sense of belonging and solidarity of the members of the group, in fact endangers the identity of the group and is considered a threat to its social security, therefore, it is concluded that the feeling of social trust with social identity Is related (Akdemir 2018). On the other hand, it can be said that social trust creates more social intelligence. Since social trust has a significant effect on social intelligence, it should be considered as a very important and effective variable in order to improve social intelligence and social order. Therefore, when students have high social intelligence, it can lead to autonomy in which these students can focus on opportunities for academic advancement and overcoming obstacles, work with initiative and perseverance, and achieve success with their efforts, and despite Negative consequences do not go away easily. These students share their experiences with their classmates and value their and their own activities, which can lead to a sense of lightness and calm in them and address their fears and anxieties. They have more awareness and a more positive outlook on life, which can also lead to increased trust in them.

However, the effect of variables such as education, age, social and economic class, gender and personality on the results of the present study should not be ignored. Such variables are considered as intervening variables. Therefore, one of the key variables that is almost measured in most studies is gender. In the case of social trust, the gender variable has also been measured. Gender as one of the variables affecting social trust and its constituent elements in various studies has had different effects. In

some studies, gender variable was not significantly associated with social trust (Hazrati Soomeh. 2010), public trust in the police (Kamran, Ahmadian, 2009), trust in mass media news sources (Sarukhani, AbdulMaleki. 2010), while in some studies Other studies have found a significant relationship between gender and social trust (Afshani, et al. 2010), trust in institutions, public participation, and social tolerance (Nasirpour Sardehai. 2010). Therefore, the role of gender variables in explaining social trust can be considered important. Gender factor in this study is considered a moderating variable and it should be noted that gender does not play a moderating role in the relationship between social intelligence and social isolation with social trust. Rezaei Nasab, Fotouhi. (2018) conducted a study entitled Gender differences in social isolation and the factors affecting it in Tehran. The results showed that gender had a significant relationship with some components of social isolation (diversity in relationships and sources of support in relationships), but with the index of total social isolation obtained from the sum of these components; There was no significant relationship. Also, employment status, level of education, marital status (being a student or employed higher education and being single) were effective factors in reducing social isolation.

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