



Case Study

Exploring the Relationship between Student Mental Health and Social Trust: A Case Study of Kabul Education University

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ABSTRACT

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Ensuring mental health is one of the basic issues of any organization. On the other hand, social trust is one of the foundations of social participation between society members. Therefore, this research was conducted with the aim of investigating the role of mental health dimensions in predicting the social trust of Kabul Education University students. The research method was descriptive and correlational. The statistical population included all the male students of Kabul Education University, whose total number reached (2054), and out of them, using Cochran's formula, a sample size of (324) was considered. To select the samples, systematic random sampling and stratified sampling methods were used. Required data were collected using two standardized questionnaires: a general health questionnaire and a social trust questionnaire. The validity of the questionnaires was calculated using the item analysis method and their reliability was calculated using Cronbach's alpha scale, and the alpha coefficient was obtained (0.793) for the questionnaire of general health and (0.803) for the questionnaire of social trust. The questionnaires were sent to (324) people, of whom (311) responded. The collected data were analyzed using one-sample t-test and multiple regression analysis and IBM SPSS 23 statistical software. The results of data analysis showed that; 1) The level of mental health of students is lower than the low level (Q1=2). 2) The prevalence of social trust among students has been obtained slightly lower than average level (Q2=3) with mean of (2.87). 3) Students' mental health in dimensions of "physical symptoms" and "social function" is a positive and significant predictor of their social trust. Therefore, it can be concluded that enhancing the level of mental health of students, especially in terms of "physical symptoms" and "social function" can be a suitable strategy to improve their social trust.

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Introduction

Mental health is considered one of the most important factors in the improvement and development of humans, and its importance is not hidden from anyone in human prosperity. Mental health is one of the important dimensions of health that is related to thoughts, feelings and behavior. It is a set of factors that play effective role in preventing the development or progression of cognitive, emotional and behavioral disorders in humans. Mental health is a level of being healthy that a person knows his/her abilities and can overcome the natural stresses of life, can work effectively and is able to participate in social activities. Mental health helps a person to be compatible with himself and others and cope with life's problems. In addition, mental health is necessary to maintain and sustain the social, occupational, and academic performance of people in society. It improves the growth and perfection of human personality (Qaderi et al., 2014). Many personal and family contexts, such as socialization process, the level of emotional integrity between family members, and

environmental - occupational factors, are among the factors that influence mental health (Ganji, 2007).

On the other hand, social trust is one of important aspects of human relations, which is the basis for participation and cooperation among the society members. Social trust accelerates participation in various economic, social, political and cultural fields and increases people's willingness to cooperate with different groups of society. The transformation of human societies from classic to modern has been in complexity, density of social relations and mutual integration, and it expands their social trust. Without social trust, one cannot witness democratic systems, social order and stability, integrity and social cohesion in the society. Trust is considered the basic prerequisites for the economic, social, cultural and political development of any society. By expanding the culture of trust in society, it is possible to cultivate positive moral values in society instead of negative values such as lies, fraud, flattery and hypocrisy (Ouffa, 2005). Experts have defined social trust as a degree of recognition and confidence towards others, which is the basis for easier, faster

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and more targeted social interaction (Zahidi and Ajaqlo, 2005). On the other hand, social trust is very important for people's mental health; in such a way that optimistic people, in dealing with problems, use more active coping methods and have more success and physical health and higher life satisfaction (Nafabadi and Jahangir, 2011). According to what was mentioned, in this research, the effects of mental health aspects on the social trust of students in Kabul Education University have been investigated.

Problem Statement

Ensuring the mental health of different groups of society is one of the basic issues of every society. Today, a large part of diseases, both mental and physical in developing countries, have a strong relationship with social variables (W.H.O., 2004). Mental health is the highest level of the possibility of adaptation of a person with the world around him. Problems like; Poverty, academic failure, living in an unsuitable physical environment, insecurity and negative life events such as; separation from parents, loss of job and forced migration have a great impact on people's mental health (Harpham et al., 2004). In any society, mental health is considered as the focus of social trust development. If the goal of all socio-economic policies is the welfare of the society, the key to entering the welfare of the society is the hope of a healthy life and the health of academic institutions. It seems that the mental balance of students is more important than other social classes, and the close relationship between students and lecturers and the influence of the lecturers on the student plays an important role in the intellectual and psychological health of the students. Considering the similarities between the goals of "education" and "mental health", which both aim to educate healthy and useful people, it is necessary to conduct such studies. If students' mental health status and its relationship with social trust are identified and planned to improve their mental health, students' academic performance will also get better (Fontana and Albouerie, 1993).

Therefore, the main purpose of this study was to investigate the effect of mental health on the social trust of Kabul Education University students. Studies in this field, especially in the Afghan society, are rare and provide a good opportunity for research aimed at filling the gap in this field. Therefore, knowing the relationship between mental health and social trust of students in educational institutions can be effective in students' motivation and academic performance. Therefore, this study was done to respond the main question that; Is the social trust of Kabul Education University students predicted based on mental health dimensions or not?

Research Objectives

Generally, this research is aimed to study the effect of students' mental health on their social trust in Kabul Education University. Specifically, this study follows these objectives:

- Investigating the prevalence of mental health of Kabul Education University students.
- Determining the level of social trust of students in Kabul Education University.
- Predicting the students' social trust in the field of research based on mental health dimensions of (physical symptoms, anxiety symptoms, social function and depression symptoms).

Research Questions

Main Question:

Is mental health a significant predictor of social trust of Kabul Education University students?

Sub Questions:

- In Kabul Education University, how is the condition of student's mental health?
- How is the prevalence of social trust in the field of research?
- Are the dimensions of mental health significant predictors of student's social trust in the field of research?

Literature Review

Definition and concepts of mental health

Mental health is the highest degree of adaptability of a person to the world around him, which makes him/her and people around him/her happy. Problems such as poverty, academic failure, living in unsuitable physical environment, insecurity, violence, and unfortunate life events have a great impact on people's mental health (Harpham et al., 2004). Karl Menger considers mental health as the maximum adaptation of a person to the world around him, in a way that causes happiness and a pleasant life (Milanifar, 2003). Allport states people with mental health as mature people and proposes seven criteria for them: 1) expansion of self-concept, 2) intimate relationship with others, 3) emotional security, 4) realistic perception, 5) skill in performing tasks, 6) self-objectification, and 7) a unique philosophy of life. (Goldberg and Hillier, 1979). There are many theoretical approaches about mental health, of them some of the most important ones are addressed.

From the point of view of biology, mental health is defined as the absence of symptoms of mental illnesses such as anxiety, obsession, depression and uncontrolled aggression (Ganji, 2007). In this approach, signs and phenomena such as anxiety, obsession, depression, delusions, and uncontrolled aggression are considered signs of illness, and if they are found in someone, that person is abnormal (unhealthy). If they are not found in a person, this person is considered healthy and normal. Proponents of this approach consider physical and biological factors to be the basis of human existence and believe that all mental and intellectual states of humans have a molecular and cellular foundation (Khodarahimi, 1995).

From the psychoanalytical point of view, "mental health" means a person's compatibility with himself and with society's demands and pressures. The human personality has three parts called "Id", "Ego" and "Superego", which is the executive manager of the personality and its responsibility is to maintain the individual's balance. It is always under pressure from "id" and "superego" and the environment. If a person's "ego" is weakened, he/she loses his executive and management power, and as a result, the balance of his/her personality is disrupted, so finally, a person suffers from incompatibility. According to Freud, a maladjusted person is someone who has lost his/her mental health and is ill. Therefore, a person who is compatible with himself and his society and is not in conflict with them is labeled as healthy, and a person who cannot adapt with him/herself and his/her society and is in conflict with them is labeled as a disease (Kimyaei et al., 2011).

Behaviorists believe that mental health depends on stimuli and environment. This perspective tries to define behavior in operational terms. Therefore, in order to give an objective view

of behavior, behaviorists emphasize the observation of behavior and the balance between it and the environment. In this way, what is learned, like other behaviors, certainly does not correspond to the behavior that is adopted and accepted naturally in some situations. However, behavior can be learned. They believe that maladaptive behavior is learned through reinforcement like any other behavior. Therefore, from the point of view of behaviorism, mental health is a behavior that is compatible with a kind of behavioral normality in a certain environment (Ganji, 2007). According to this theory, mental health means the presence of adaptive behavior and the absence of maladaptive behavior. Adaptable behavior is a behavior that leads a person to his/her goals. Maladaptive behavior is behavior that prevents a person from achieving goals. Therefore, a healthy person is someone who behaves in society in such a way as to achieve his/her goals. The ultimate goal of this model is to teach people how to behave adaptively and achieve goals (Milanifar, 2003).

In the school of humanism, mental health means growth, flourishing and realization of talents and inner abilities. In this model, the goal of a healthy person is to reach perfection and flourish all inherent talents (Ganji, 2007).

Definition and concepts of social trust

In recent years, the conceptualization of social trust has been widely considered. According to Giddens (1999), social trust is the ability to recognize to rely on or trust the honesty or truthfulness of the words and behavior of others. He considers trust to be the cause of the feeling of existential security. According to Coleman (1998), social trust is an action that involves the voluntary transfer of physical, financial, intellectual or moral resources from trustor to the trusted, without any real commitment from the trusted. Among contemporary thinkers, the position and importance of trust in social theories has been noticed, which has reached an important place in social thought from the sidelines in the eighties with the extensive intellectual efforts of Luhman (1979) and Barbra (2001). Barbra (2001) believes that there are three types of expectations that form part of the basic characteristics of trust. 1) the most general expectation is the expectation of stability and realization of social, moral and natural order. 2) The second expectation is the expectation of the implementation of the technical role of those who joined us in relationships and social systems. 3) The third expectation is the expectations that the interaction parties perform their duties and responsibilities. It means tasks and duties that oblige people to prefer the interests of others over their own interests.

Luhman (1979) believes that the lack of trust in society is problematic. Therefore, he emphasized that people should trust others voluntarily and according to the time and necessity. Therefore, from Luhman's point of view, trust is a social mechanism in which human expectations, actions and behavior are guided and regulated. If the laws are properly implemented in the society and legitimate power is exercised by the relevant officials, we will witness the cooperation and participation of the members of the society at all levels, which is a consequence of trusting each other and it strengthens trust in others.

Johnson and Frank (2000) examined the issue of trust at the micro, interpersonal and group levels and believes; trust is essential for the growth and development of relationships, and the first crisis that most relationships face is related to a person's ability to trust. In order to establish a relationship, one must be able to create an atmosphere full of trust that reduces one's own and the other's fears of rejection and promotes the hope of acceptance, support and approval. Trust is not an immutable

personality trait. Trust is an ever-changing aspect of relationships.

Ouffa (2005) in justifying the need for trust in society, points to the general needs of society to establish order, and assuming that trust exists in every society, it is more correct to activate and maintain it instead of creating it. He sees individual motivations for the stability and consistency of trust as incomplete and proposes two solutions to complete it: 1) paying attention to groups as a source of strengthening common identities and a sense of belonging, 2) paying attention to social institutions that can spread trust at the community level based on their capabilities.

Poxton (2001) considers the levels of trust as layers that start from the most objective relationships between family members and continue to the most abstract relationships such as trust in social order and system efficiency.

From a sociological point of view, three types of trust can be distinguished:

- **Interpersonal trust:** This type of trust is known based on direct and face-to-face communication and is based on personal relationships. Direct coexistence between participants is one of the characteristics that distinguish interpersonal trust from other forms of trust. Interpersonal trust is manifested in the interaction and relationships between family members, friends, colleagues and other similar cases (Ghaffari, 2004).
- **Generalized trust:** This type of trust can be defined as having good faith in the people of society, apart from their dependence on ethnic and tribal groups (Amirkafi, 1995).
- **Institutional trust:** This type of trust indicates the level of acceptability, efficiency and trust that people have in institutions. According to Dugan, mistrust in institutions is often the result of mistrust in people who are in charge of their affairs (Dugan, 1995).

The empirical background of the research

Regarding the research variables, there have been many studies, and the findings of some of them are mentioned in this article.

Khalili (2018) investigated the relationship between mental health and social trust of students in Ilam University. The results of his research have shown that there is a positive and significant relationship between mental health and social trust of students in the field of research.

Usufi and Mohammadkhani (2014) have conducted research with the aim of determining the condition of students' mental health in Mashhad Medical Sciences University. Their findings have shown that the level of mental health of students in the field of study was in low level.

Nabawi et al. (2014) have conducted a study entitled "Investigating the relationship between social support and mental health among elderly". Their research results have shown that the elderly in the field of research have good mental health. It means, they have a high level of mental health.

Ganji, Aqabozorgizadeh and Shams (2020) have conducted research entitled "Explaining the situation of social trust among the citizens of Kashan City". The results of their research have shown that the level of social trust of citizens, both from the individual and institutional dimensions, is lower than average.

Karimi et al (2020) in their research studied the level of social trust of students and factors affecting it in Kurdistan

University of Medical Sciences. Their research findings show a high level of social trust in the studied samples.

Ebrahimi Loya and Niazmandwaqea (2014) have conducted research under the title "Investigation of the level of social trust and the factors affecting it among the people of Rasht". The results of the research show that 59.5% of respondents have moderate social trust, 17.7% have low social trust and only about 22.7% have high social trust.

Qadimi (2007) in his research has investigated the level of social trust and the factors affecting it among the students of Zanjan universities. His findings have shown that the level of social trust among students of Zanjan universities is lower than average.

Najafabadi and Jahangir (2011) have conducted research with the aim of investigating the relationship between social trust and mental health of teachers in Tiran and Kroon cities. The research findings indicate that there is a direct and significant relationship between mental health and different dimensions of social trust; In other words, as the level of social trust increases, the level of mental health increases.

Lehsaizadeh and Moradi (2007) in research entitled "Relationship between social capital and mental health in immigrants" have shown that there is a positive and significant relationship between the dimensions of social capital (social trust and social participation) and mental health in the field of research.

Sharepour et al. (2014) have studied the effect of social capital components on mental health in citizens living in Tehran. The results of their research have shown that the variables of social trust, sense of belonging, social relations, social participation and altruistic norms have a positive and significant effect on the mental health of citizens.

Li et al. (2017) have conducted research titled "Social trust as a shield against acculturation stress", which studied the relationship between social trust and mental health of Korean students in 2004. The results of this study showed that social trust has a positive relationship with students' mental health, and students who have a high level of social trust, have experienced less mental pressure and acculturation stress.

Research methodology

The research method was descriptive and correlational. The statistical population of this research was all the male students of Kabul Education University in 2023. According to

the latest statistics taken from the human resources department of this university, their total number reached 2054 people. To calculate and determine the sample size, Cochran's formula is used. Based on this method, among the total number of 2054 students, assuming that the confidence level of the sampling is 95% (1.96), the acceptable error value (0.05) and the proportion of people in the society who have the desired characteristic and the proportion of people who do not have the desired characteristic, each of them is considered to be equal to (0.5), 324 people as described below have been calculated as the sample size of the study:

$$N=2054, t=1.96, d=0.05, p=0.5, q=0.5, n=?$$

$$n = \frac{Nt^2 \cdot pq}{Nd^2 + t^2pq}$$

$$\Rightarrow n = \frac{2054 \times 1.96^2 \times 0.5 \times 0.5}{2054 \times 0.05^2 + 1.96^2 \times 0.5 \times 0.5}$$

$$\Rightarrow n = \frac{1972.66}{6.0954}$$

$$\Rightarrow n = 324$$

In this research, a simple and stratified random sampling method was used. At the beginning, the share ratio of each field of study was determined, after that, a complete list of community units was arranged and numbered. Finally, 324 students were selected as a sample using a random number table, and research questionnaires were sent to them.

The data collection tool in this research was standard questionnaires. Data related to mental health were collected using the General Health Questionnaire (GHQ-28) by Goldberg and Hillier (1979). This questionnaire has 28 items and includes 4 dimensions; Physical symptoms, anxiety symptoms, social function, and depression symptoms, which are arranged in the form of a four-point Likert scale. Also, the data related to social trust were collected using Balvardi and Balvardi's (2012) social trust questionnaire. This questionnaire has 16 items and includes two dimensions; "interpersonal trust" and "institutional trust", which is arranged as a five-point Likert scale. In this research, the validity of the questionnaires and their dimensions were calculated using the item analysis method and their reliability was calculated using the Cronbach's alpha scale, and the calculation results showed that the research tools have high validity and reliability. The validity and reliability of these questionnaires are reported in table (1) and (2).

Table (1): Validity and Reliability of General Health Questionnaire (GHQ-28)

Components	Correlation Coefficients	Significance	Reliability
Body Symptoms	(0.447 – 0.678)	0.0001 – 0.0001	0.659
Anxiety Symptoms	(0.482 – 0.750)	0.0001 - 0.0001	0.809
Social Functioning	(0.547 – 0.674)	0.0001 - 0.0001	0.789
Depression Symptoms	(0.387 – 0.846)	0.0001 - 0.0001	0.896
General Health	(0.288 – 0.612)	0.0001 - 0.0001	0.793

Table (2): Validity and Reliability of Social Trust Questionnaire

Components	Correlation Coefficients	Significance	Reliability
Institutional Trust	(0.343 – 0.611)	0.0001 – 0.0001	0.659
Interpersonal Trust	(0.419 – 0.818)	0.0001 - 0.0001	0.904
General Health	(0.230 – 0.788)	0.0001 - 0.0001	0.803

In this study, to analyze the collected data, first of all, the demographic variables of the research including; age, marriage status and field of education were discussed and then the results of inferential statistics were analyzed using IBM SPSS 23 software, one sample t-test and multi-regression analysis.

Research findings

General characteristics of participants:

Table (3) shows the general characteristics of the participants (age, field of education and marriage status).

Table (3): General characteristics of the participants

Demographic Variables		Frequency	Percentage (%)
Age	17 – 19 years old	27	8.7
	19 – 22 years old	103	33.1
	25 – 23 years old	181	58.3
Field of Education	Social Science	96	30,8
	Natural Science	215	69.2
Marriage Status	Married	101	32.5
	Single	144	46.3
	Engaged	66	21.2
Total		311	100

As can be seen in table (3), in terms of age, most of participants (58.3%) are 23 to 25 years old, and least of them (8.7%) are 17 – 19 years old. According to the table above, majority of participants (69.2%) study in the field of natural sciences and the remaining (30.8%) study in the field of social

sciences. In addition, the sample people are classified in 3 levels in terms of marriage status, most of them (46.3%) are single, (32.5%) of them are married and least of them (21.2%) are engaged.

How is the prevalence of mental health and its dimensions Kabul Education University?

To respond this research question, a one-sample t-test was used, the results of the test are shown in Table (4).

Table (4): the result of one-sample t-test to study the level of mental health and its dimensions

Variables	M	SD	Low Level (Q1)	Amount of (t)	(df)	Sig
Physical Symptoms	1.59	0.52	2	-13.8	310	0.0001
Symptoms of Anxiety	1.49	0.66	2	-13.4	310	0.0001
Social Functioning	1.19	0.59	2	-23.9	310	0.0001
Symptoms of Depression	1.87	0.86	2	-2.5	310	0.014
Mental Health	1.53	0.40	2	-20.36	310	0.0001

Based on table (4) and the result of one sample t-test, it can be stated that the mean of mental health (1.53)with standard deviation of (0.40) and its dimensions (physical symptoms, anxiety symptoms, social functioning and depression symptoms) with the means of (1.59), (1.49), (1.19) and (1.87) with standard deviations of (0.52), (0.66), (0.59) and (0.86) are

obtained than low level (Q1=2).This differences have been found significant with the obtained t-value in the DF (310) and significance levels of (0.0001) and (0.014). Therefore, it can be concluded that the level of mental health of students and its dimensions in the field of research is very low in the field of research.

How is the prevalence of social trust among students in the field of study?

To respond this research question, the one-sample t-test was used. The results of which are shown in table (5).

Table (5): the result of one-sample t-test to study the level of social trust and its dimensions

Variables	M	SD	Average Level (Q2)	Amount of (t)	(df)	Sig	Low Level (Q1)	Amount of (t)	(df)	Sig
Institutional Trust	2.952	0.61	3	-1.36	310	0.173	2	27.2	310	0.0001
Interpersonal Trust	2.81	0.92	3	-3.58	310	0.0001	2	15.4	310	0.0001
Social Trust	2.87	0.62	3	-3.6	310	0.0001	2	24.8	310	0.0001

Table (5) shows that the mean of social trust (2.87) and the mean of "interpersonal trust" dimension (2.87) with standard deviations of (0.62) and (0.92) are higher than the low level (Q1=2) and slightly lower than the average level (Q2=3).These differences are obtained with the t- value obtained in the degree of freedom (310) and significance levels of (0.0001).Therefore, it can be said that the level of social trust of students and the dimension of interpersonal trust is lower than

average limit and higher than low limit. On the other hand, the mean of the "institutional trust" dimension (2.952) with a standard deviation of (0.61) is slightly lower than the average level (Q2=3), but this difference with the t value obtained in the degree of freedom (310) and the significance level of (0.173) was not significant. Therefore, the prevalence of social trust in the dimension of institutional trust is in average limit.

Are mental health and its dimensions significant predictors of social trust in the field of research?

Multiple regression test was used to respond this research question. The results of regression analysis of social trust based on mental health dimensions are shown in table (6).

Table (6): Regression coefficients of social trust based on mental health dimensions

Parameters	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
Constant	1.92	0.149	-	12.94	0.0001
Physical Symptoms	0.313	0.074	0.263	4.23	0.0001
Symptoms of Anxiety	0.028	0.068	0.030	0.409	0.683
Social Functioning	0.25	0.057	0.241	4.39	0.0001
Symptoms of Depression	0.059	0.047	0.081	1.25	0.212

Table (6) shows the coefficients of the regression model of social trust based on the dimensions of mental health and the results of the t-test to study the significance of these coefficients. The value of constant is equal to (1.92) and significant. The value of the standardized coefficient in the "physical symptoms" dimension is equal to (0.263), which is obtained significant with the p value of (P<0.0001). The value of the standardized coefficient in the dimension of "anxiety symptoms" is equal to (0.03), which is not significant with the significance level of (P<0.683). Likewise, the value of standardized coefficient in the "social function" dimension is equal to (0.241), which is obtained significant with the p value (P<0.0001). Finally, the standardized coefficient in the "symptoms of depression" dimension is equal to (0.081) and its significance coefficient is (P<0.212). [F = 11.57, DF = (306, 4), P<0.0001].

Therefore, it can be concluded that by increasing the score of "physical symptoms" and "social functioning" dimensions, the social trust score of students, increases.

Table (7): Standardized regression equation of social trust based on dimensions of mental health

Predictors of students' social trust
Social Trust = 0.263 (Physical Symptoms)
Social Trust = 0.241 (Social Functioning)

Table (7) shows the regression equation of social trust based on the dimensions of mental health. According to this table, it can be stated that with one unit increase in the "physical symptoms" score, the social trust score increases by (0.263). Also, with a unit increase in the "social function" score, the social trust score increases by (0.241). The other two dimensions of mental health are not significant predictors of social trust.

Discussion

This study was conducted with the aim of investigating the effect of mental health dimensions on students' social trust. The results of this research showed that the level of mental health of students in the field of research is low. This finding means that students do not have good mental health. This finding is consistent with the findings of the research done by [Usufi and Mohammad Khani \(2014\)](#) and is not consistent with the findings of the research of [Nabawi et al. \(2014\)](#), because their findings showed that the sample people have high mental health.

Another finding of this research was that the prevalence of social trust among students is between low level (Q1=2) and average level (Q2=3). This part of the findings is consistent with the findings of the researches conducted by [Ganji, Aqabozorgizadeh and Shams \(2020\)](#) and [Qadimi \(2007\)](#), but with the findings of the researches conducted by [Ebrahimi Loya and Niazmandwaqea \(2014\)](#) and [Karimi et al \(2020\)](#) are not

aligned because, in their findings, the level of social trust is reported as high and average levels.

Finally, the findings of the present study were that students' mental health in terms of "physical symptoms" and "social functioning" is a positive and significant predictor of their social trust. This finding means that with the increase in the mental health score in the aforementioned dimensions, the social trust of students, increases significantly. This part of the findings is in line with the findings of the researches conducted by [Najafabadi and Jahangir \(2011\)](#), [Lehsaizadeh and Moradi \(2007\)](#), [Sharepour et al. \(2014\)](#) and [Li et al \(2017\)](#).

Conclusion

Healthy people are the axis and bases of sustainable development and the starting point of social changes. Undoubtedly, social and mental health is one of the most important aspects of human life and a necessary condition for fulfilling his social roles. Improving the quality of life and especially mental health and knowing the factors affecting it has been one of the development goals at the national and international levels ([Fazelnia and Hashemi, 2015](#)). Research has confirmed that social trust is related to individual well-being and mental health of students. On the other hand, social trust is one of the components of social capital and plays a role in social solidarity. In addition, one of the basic principles of social life is trusting each other. If people in the society do not trust each other, it will be difficult to continue living in such a society, because the decrease in social trust in the society causes a kind of fear of establishing relationships and feeling insecure ([Soltani and Jamali, 2016](#)). According to what was mentioned and the significant correlation between social trust and mental health, this research sought to investigate the role of mental health and its dimensions in predicting the social trust of students in the field of research. Generally, the results of the surveys have shown that students do not have good mental health and their social trust is not at the optimal level. Also, the results showed that mental health is a positive and significant predictor of students' social trust. Therefore, it can be concluded that by improving the mental health of students, their social trust can also be improved.

Suggestions

- The findings showed that the level of mental health of students is low and this level indicates the problem in this organization. Therefore, it is suggested to the managers and officials to double their efforts by establishing and strengthening counseling and psychotherapy centers in order to improve the mental health of students.

- Another finding of the research was that the prevalence of social trust among students is low. To solve this social problem, it is suggested that university officials bring students closer to each other socially, culturally, economically and politically, and avoid creating social groups that lead to social distance between different groups, so that they feel more socially responsible for each other.
- Also, the research findings showed that mental health is a positive and significant predictor of social trust in the field of research. According to this research finding, it is suggested to the authorities to improve the level of mental health of students by launching campaigns and educational workshops about the importance of mental health care, stress and anxiety management methods to provide the basis for improving their social confidence.

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