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The Relationship of Personality Type, Social Trust and Social Desirability among the Homeless Adolescents Living in Zahedan Welfare Organization Hostels

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The aim of the present study was to explore the correlation between personality type, social trust and social desirability in homeless adolescents living in Zahedan Welfare Organization hostels. The descriptive-correlational method was used. Through stratified random sampling, 92 adolescents aged 12 to 18 years old were selected and studied via three questionnaires including the Social Acceptability Scale, the Social Trust Scale (researcher-made) and the NEO Personality Type (Extraversion Subscale). For data analysis, the Pearson correlation coefficient and simple regression were used. The results indicated that there was a significant positive correlation between extrovert/introvert personality types and social desirability. Additionally, it was revealed that there was a significant positive correlation between social trust and social desirability of adolescents. The regression analysis showed that extrovert and introvert personality types and social trust can predict social desirability.

Keywords: personality type, social trust, social desirability, homeless individuals

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Social acceptance is the outcome of several social phenomena such as social influence, conformity, social judgment and the individuals' attitude. Therefore, given the provided background, it could be stated that socially accepted refers to individuals putting themselves in others' shoes and acting like them. They often prevent others from showing their real self (Keael, 2006). According to Keyes (2005), individuals whose level of social well-being is desirable, have a positive view on the nature of man, trust in others, and believe that people are able to be good. Recognition and acceptance of others, the element of acceptance and value of an individual as a social partner, the element of cooperation and finally the belief in positive social evolution are the building blocks of welfare boom and these blocks can evaluate the social unity, social bond, and superior capacity for ongoing growth of the society and individuals' comfort to accept others and the overall purpose of the absence or presence of mental health (Keyes, 2005). Several factors can affect an individual's social acceptability among which, in this study, the relationship between personality types (extrovert/introvert) and the level of social trust will be discussed.

Social desirability resembles a continuum. At one end, there are individuals who have high levels of social desirability and change their comments and experiences in interviews, while at the other end, there are individuals who have low social desirability who do not change their comments and experiences in response to questions at all (Shamloo, 2002). Rejection from peers, may lead to disorder, delinquency, depression, lower academic performance, educational problems and avoidance or even abandonment of school (Salimi, 2011).

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One of the effective factors in individuals' behavior and their interaction with others is their personality type. Personality, as a factor effecting general health and adjustment, refers to an organized single series comprised of rather fixed and ongoing features that together make one individual distinguished from other individuals (Hussein, 2008). Therefore, personality is a series of physical aspects, habits, desires, states, thoughts and behaviors that become e relatively stable in the individual as features and traits acting as a whole (Bakhshayesh, 2012).

One of the most common classifications used by psychologists for personality types is the dichotomy of introversion and extroversion, which was used, for the first time, by Carl Jung. Introverts compared to extroverts, prevent further feelings. Evidence suggests that, in learning, introverts are more affected by punishment, while extroverts are mostly affected by rewards (Chen et al., 2007). Moreover, extroversion has a direct effect on the individual's assessment of self-importance (Swickert et al., 2004). On the other hand, trust is one of the necessary elements of social life and one of the building blocks of social capital (SC). In the present study, social trust is concerned. Social trust refers to the risk of exposure to and connection with others, with the idea that they will behave as expected (Share'pour, 2006), or that they will not be intentionally seeking to harass us (Newton, 2004). Homeless children live in Children's Homes away from the love of parents and family members. Some of them suffer from deprivations, frustration and sometimes trauma. These children and adolescents feel a void and are dissatisfied and upset individuals who may acquiesce in maladaptive deviant behaviors in order to defend their rights. The separation of children from their

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parents, especially the mother, results in an inability to establish a good and healthy emotional relationship during puberty. Lack of continuous care of the child may lead to child-family non-compliance, as well as behavioral, cognitive, emotional, developmental and social problems. Children who grow in institutions and stay deprived of natural opportunities to express love to others and be loved by others grow in silence and reluctance, do not respond to laughter, and show a radical disposition. This group of children and adolescents need to be accepted by others. Therefore, given the importance of introvert and extrovert personality types, the researcher aimed to examine the relationship of personality type, social trust and social desirability in homeless adolescents.

Mehrabizadeh Honarmand et al. (2012) conducted a study to examine the relationship of self-efficacy, social acceptance with type D personality on university students. Results indicated that the relationship between self-efficacy and type D personality, and the relationship between social desirability and type D personality in all students, male and female students, was negative. The multivariate regression analysis showed that self-efficacy and social desirability predicted 31% of the variance in type D personality.

Salimi (2011) conducted a study to compare popular accepted and isolated students' academic achievement. Results showed that popular accepted students' GPA was significantly higher than that of isolated students.

Taghizadeh et al. (2014) conducted a study to determine the relationship between social acceptance, academic self-efficacy and bullying in junior high school students. Results showed that social acceptance, academic self-efficacy and bullying behaviors

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were positively correlated. Moreover, the relationship between social desirability and academic self-efficacy was significant. These correlations mean that an increase in social desirability and academic self-efficacy increases the incidence of bullying behaviors.

Aboulghasemi and Javanmiri (2012) carried out a study to determine the role of social desirability, mental health and self-efficacy in predicting academic achievement of normal and gifted students. Results showed that truth distortion (0.52 vs. -0.29), mental health (0.21 vs. 0.24) and self-efficacy (0.21 vs. 0.38) were positively correlated with academic achievement of normal and gifted students. Additionally, multivariate regression analysis showed that about 12% of the variance in academic achievement of gifted students was explained by social desirability, mental health and self-efficacy, while this value was 31% in normal students. These results indicated that a low level of social desirability and high levels of mental health and self-efficacy increased academic achievement.

Sarmadi Soltan et al. (2013) showed that the levels of expressiveness and social desirability were significantly different in the experimental and control groups. Results showed that life skills training increased expressiveness and social desirability.

Hojjati et al. (2012) conducted a study to explore the relationship between social acceptance and quality of life in drug addicts who referred to the withdrawal centers of Golestan province. Results revealed that social acceptance of 70% of subjects was moderate and in the rest, it was low. 54% of the subjects had a poor quality of life and 8% had a desirable quality of life.. In addition, there was a significant relationship between

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social acceptance and quality of life such that a decrease in social acceptance was associated with a decrease in quality of life. The relationship between gender and quality of life was significant and it was significantly lower in females compared to males.

Arman and Share'pour (2014) conducted a study to assess the impact of social capital on altruism. According to results, individuals with higher social capital (social trust, formal participation, informal participation, social relations, values and sense of belonging) were more altruistic than others. The regression results obtained from social capital components (social trust, formal participation, informal participation, social relations, values and sense of belonging) revealed that among the components of the social capital only social trust, sense of belonging and informal participation had a significant and positive effect on altruism.

Yarmohammadian et al. (2003) carried out a study to explore the relationship of bilateral friendships, peer acceptance, self-concept and social adjustment with academic achievement of students. According to the research findings, the correlation between the variables under study and academic achievement was significant. Moreover, it was found that a combination of 3 different variables including self-concept, social adjustment and peer acceptance was able to explain a great deal of the variance in the students' GPA. A combination of two variables (peer acceptance and self-concept) could explain higher levels of variance in the current fall semester GPA. In addition, no significant positive relationship was found among self-concept, bilateral friendships and peer acceptance.

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In Edrisi et al.'s (2012) study, descriptive findings suggested that 23% of respondents had high social trust. Although, ethics in society was only 14% at the high level, 84% of respondents assessed their social acceptability and 74% of respondents considered their religiosity at a high-level. Inferential results suggested that social trust had a significant, direct, and strong relationship with all three variables. Religiosity had the highest effect on social trust, and then, respectively the variables of social acceptability and ethics affected social trust. In the causal model of the research, besides having a direct effect on ethics and social acceptability, religiosity affected social trust.

In their study conducted in Urmia, Moeedfar and Jahangiri (2009) indicated that the level of social trust was low and stated that interactions, social commitment, altruism, social acceptability, and sense of security influenced generalized social trust.

Results of Swickert et al.'s (2004) study revealed that the social support and positive affect can specifically mediate the relationship between extroversion and high self-confidence, but in terms of negative affect and optimism, it seemed that the effect of extroversion on self-confidence was a direct one. In addition, it was revealed that the association of extroversion with high-self-confidence was more complex than expected and it seemed that positive affect and the sense of social support, to some extent, contribute to the relationship between extroversion and high self-confidence.

Wentzel (2003) suggested that the position in sociometry was associated with class marks. Estell et al. (2002) confirmed the relationship between social relations and academic achievement in a longitudinal study. Putnam (2001), Uslaner (1999) and

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Galper (2000) indicated that individuals with social capital (social trust, formal participation, informal participation, social relations, values, and a sense of belonging) were more altruist than others.

Gronne & Inderbitzen (1992) studied the relationship of friendships, peer acceptance and self-esteem of adolescents. Results revealed that subjects who had bilateral friendships had higher scores on the self-esteem scale compared to those without bilateral friendships. In addition, this study demonstrated that the effect of bilateral friendships in adolescence was more important than peer acceptance in their self-esteem levels and self-esteem as a measure of self-concept was the most important absolute predictor variables of motivation.

Tharp (1992) explored the relationship between personality type and academic achievement and found that human physiology students were introverted, had stronger mental structure and had higher academic achievement, while extroverts and those who had a flexible personality type had the lowest scores. These findings also suggested that sensory preference could result in academic achievement if associated with strong mental structure or introversion. Cauce (1987) reported a positive correlation between GPA and peer judgments of popularity in a sample of secondary school students. Marayama et al. (1986) examined the longitudinal data from a sample of 138 white individuals, 44 Mexican Americans and 26 black individuals. Analyses showed no effect of social practices on achievement, but academic achievement affected subsequent social behavior. In another study, Pellegrini (1985) reported a correlation between academic achievement and peer judgments of the positive aspects of social conduct (such as leadership

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traits) in primary school children. Ford and Tisak (1983) found a positive correlation between peer options of social competence and the GPA of secondary school students. Green et al. (1980) also found a positive correlation between the sociometric peer choice of the best friend and GPA in primary school children.

In this regard, this study sought to answer the following question: "How is the personality type related to social trust and social desirability in homeless adolescents living in Zahedan Welfare Centers?

Method

Objectives

The main objective of this study was to explore the relationship between personality type, social trust and social desirability in homeless adolescents living in Zahedan Welfare Organization hostels.

Specific Objectives

Exploring the relationship between personality type and social desirability in homeless adolescents

Exploring the relationship between social trust and social desirability in homeless adolescents.

The study was descriptive and correlational.

Population, Sample and Sampling

The population of the study included all 12-18 years old adolescents living in hostels of Zahedan Welfare Organization in the second semester of the school year 2014-2015 (N= 118, 58 males and 60 females). The stratified sampling method was

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used to select 92 subjects (45 males and 47 females) based on the Krejcie-Morgan table.

Instruments

Three questionnaires were used for data collection, which are as follows:

Social Acceptance Scale (Marlowe & Crown, 1960). It is one of the most reliable scales of social desirability. The test has 33 items and subjects must choose one of the yes-no options to specify their agreement or disagreement with each of the items. The overall score of the test is used for further analyses. Test scores are interpreted in three categories: Low social desirability group: This group consists of those whose score is 0-8; Average social desirability group: Those whose score is 9-19. They pay attention to social desirability moderately; and high social desirability group: This group consists of those whose score is 20-33. In Mehrabizadeh Honarman et al.'s (2012) study, Cronbach's alpha coefficient of the questionnaire was reported as .76. In the present study the value of 0.71 was obtained.

NEO-Five Factor Inventory Short Form (Extraversion Subscale) (McCrae & Costa, 1985). The aspect of extraversion of the questionnaire has 12 items developed based on a five-point Likert-type scale from strongly disagree= 0 to strongly agree=4 (negatively worded items are reversed). The minimum score is 0 and the maximum one is 48. The closer the score to 48, the greater the tendency to extroversion will be. Garousi Farshi (2001) reported the reliability of the extroversion subscale as .68. In the present study, the reliability of the subscale was .69.

Social Trust Scale (Researcher-made). The scale measures the level of adolescents' social trust in five areas or components.

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The scale is developed based on a five-point Likert- type scale from strongly disagree=1 to strongly agree=5. The minimum and maximum scores are 5 and 25, respectively. The closer the score to 25, the greater the level of social trust will be and vice versa. Cronbach's alpha coefficient of the questionnaire was .79.

Statistical Methods

Statistical methods used to analyze the research data were both descriptive and inferential methods. To examine the descriptive data, frequency, percentage, mean and standard deviation were used. To explore the relationship between personality type, social trust and social desirability, the Pearson correlation coefficient with the help of SPSS (v. 21) was used.

Results

In this study, 92 adolescents living in Zahedan Welfare hostels were studied through questionnaires. In terms of gender, 45 patients (48.91%) were male and 47 (51.09) were female. In terms of age, there were 10 (10.86%) 12 years old, 13 (14.13%) 13 years old, 15 (16.3%) 14 years old, 7 (7.6%) 15 years old, 18 (19.56%) 16 years old, 21 (22.82%) 17 years old, and 8 (8.69%) 18 years old adolescents.

To examine the subjects' responses to the research variables, descriptive statistics of mean and standard deviation were used. The results are reported in Table 1.

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Table 1
Results of the Descriptive Statistics

Variable	Min	Max	Mean	SD
Personality Type	12	45	34.9	5.87
Social Trust	9	25	16.36	3.04
Social Desirability	8	26	17.21	4.13

The results presented in Table 1 show that the mean of personality type, social trust, and social desirability is respectively 34.9, 16.36, and 17.21.

H1: There is a correlation between personality type and social desirability of adolescents.

To test this hypothesis, the Pearson correlation coefficient was used. The coefficients are given in Table 2.

Table 2
Correlation between Personality Type and Social Desirability

Variable	R	Sig
Personality Type and Social Desirability	.816	.000

Results in Table 2 indicate that the correlation between extrovert/introvert personality type and social desirability of adolescents is positive and significant ($p < .01$). Therefore, the presence of a significant positive correlation between

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extrovert/introvert personality type and social desirability of adolescents is confirmed, i.e. the more personality type tends toward extroversion, the more social desirability increases. In the second stage, after realizing that there is a significant positive correlation between extrovert/introvert personality type and social desirability of adolescents, regression analysis was used to estimate the relationship. The results are reported in Table 3.

Table 3
Summary of Regression Analysis Conducted to Explain the Relationship between Personality Type and Social Desirability

	Unstandardized coefficients		Standardized coefficients	T	R	R^2	F	Sig
	B	Std. Error	Beta					
Personality type	.574	.043	.816	13.376	.816	.665	178.92	.005

The results presented in Table 3 indicate that the value of f is significant at the .01 level. Therefore, the null hypothesis, i.e. the regression is not significant, is rejected at the 99% confidence level. The correlation coefficient (r) is equal to .816 and the coefficient of determination (r^2) is equal to .665. This means that 66.5% of the variance in the criterion variable (social desirability) can be predicted by the predictor variables (extrovert/introvert PT); however, the other 33.5% of the variance in social desirability can be explained by other

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variables that have not been considered in this study. Additionally, due to the significance of the beta coefficients, the null hypothesis, i.e. the beta coefficient is zero, is rejected at the 99% confidence level. The results suggest that with one unit increase in PT, the beta coefficient increases up to .816.

H2: There is a correlation between social desirability and social trust of adolescents.

To test this hypothesis, the Pearson correlation coefficient was used. The coefficients are given in Table 4.

Table 4

Correlation between Social Trust and Social Desirability

Variable	R	sig
Social Trust and Social Desirability	.753	.000

Results in Table 4 indicate that the correlation between social trust and social desirability of adolescents is positive and significant ($p < .01$). Therefore, the presence of a significant positive correlation between social trust and social desirability of adolescents is confirmed, i.e. the more social trust increases, the more social desirability increases as well. In the second stage, after realizing there is a significant positive correlation between social trust and social desirability of adolescents, regression analysis was used to estimate the relationship. The results are reported in Table 5.

The results presented in Table 5 indicate that the value of f is significant at the .001 level. Therefore, the null hypothesis, i.e. the regression is not significant, is rejected at the 99% confidence level. The correlation coefficient (r) is equal to .753

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and the coefficient of determination (r^2) is equal to .566. This means that 56.6% of the variance in the criterion variable (social desirability) can be predicted by the predictor variable (social trust); however, the other 43.4% of the variance in social desirability can be explained by other variables that have not been considered in this study. Additionally, due to the significance of the beta coefficients, the null hypothesis, i.e. the beta coefficient is zero, is rejected at the 99% confidence level. The results suggest that with one unit increase in social trust, the beta coefficient increases up to .753.

Table 5

Summary of Regression Analysis to Explain the Relationship between Social Trust and Social Desirability

	Unstandardized Coefficients		Standardized Coefficients	T	R	R^2	F	Sig
	B	Std. Error	Beta					
Social Trust	1.021	.094	.753	10.842	.753	.566	117.54	.000

Discussion

There is significant positive relationship between extrovert/introvert personality type and social desirability of adolescents**.** Establishing social relations is one of today's human needs. Adolescence is associated with communication with peers. School environment is an environment where your

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teenage students can have many friends, collaborate with them, and be popular and loved among them or –due to the lack of friendly peer-relations- be rejected and isolated. Usually teenagers with high popularity and social acceptance are selected by their peers for activities such as games, studying, chatting and others common activities. On the other hand, there are teenagers who do not have enough popularity and social acceptance. These students are isolated and are not selected for doing common activities. Rejection from peers, may lead to disorder (Northway & Wigdor, 1947), delinquency (Croft & Grygier, 1971), depression (Kuper Smidt & Patterson, 1956), lower academic performance (Ladd, 1990), educational problems (Chen & Rubin, 1997) and avoidance or even abandonment of school (Kuhlen & Collister, 1952). These negative and widespread consequences cause some researchers to focus on factors related to social acceptance. Most research studies in this area have discussed personality traits and social skills.

There is significant positive relationship between social trust and social desirability of adolescents**.** Fundamental trust is a view to one's own and the surrounding world that affects our behavior and actions and reinforces this idea that people and world affairs are trustworthy (Ojaghloo, 2005).

Founded on the ground of group interactions and actions, trust, as a social mechanism with a variety of social, political, economic and psychological functions has an important role in this area. In fact, without having trust in oneself, the future, and the surrounding world, an individual's life associates with intolerable anxiety and conflict that may cause the dissolution and destruction of the individual. Trust facilitates human growth

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and the efflorescence of his talents and capabilities and turns his relationship with the rest of the world into a creative and prosperous one in order to experience peace, security and freedom (Putnam, 2001). In this regard, for example, Rostila (2007) stresses that social trust can have a combinational effect on health, i.e. those who trust and show high social participation, experience higher levels of health.

Conclusion

Speaking and behaving as expected by other individuals is attributed to social acceptance. Individuals speak and behave in order to be approved by others. If they are asked about a matter, they answer as others like to be answered. They try to reflect their adjustment to social rules and norms and avoid social isolation. Isolated adolescents experience many problems. Mental, social, academic and behavioral problems are among the undesirable outcomes of isolation. Isolated children raise problems not only for themselves, but for school and teachers. Some of these children wish that others accept them and some of them are not interested in this matter. At any rate, these children show some incompatibility in the classroom and may be incompatible with other groups as well. The findings of the present study show that extroverted adolescents and those who have high social trust, have higher levels of popularity and social desirability. Such individuals experience increased social acceptance and self-efficacy through the expansion of social interactions. This causes increased positive affect and necessary social support from the parents, friends and acquaintances in stressful situations and decreases some psychological disorders

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including depression, anger, anxiety and social isolation in different activities.

Limitations

The main limitation of this study was the population which was selected among the adolescents living in Zahedan Welfare Organization hostels. Therefore, caution should be taken when generalizing the results to other adolescents.

Recommendations

With regard to the relationship between extrovert/introvert personality type and social desirability, hostel authorities and teachers are recommended to provide the isolated adolescents with responsibilities aiding them to build self-confidence and self-efficacy, reinforce social skills in these adolescents, and reinforce desirable social behaviors and encourage them in this direction. According to relationship between social trust and social desirability, hostel authorities and teachers are recommended to encourage these adolescents to speak frankly in order to raise their social trust, encourage them to respect the opinions of others and not seek to impose their views on others, and teach them how to sympathize with others verbally and practically in the case of trouble. Other researchers are recommended to explore social desirability based on other personality types of NEO and to compare personality types, levels of social trust and social desirability between homeless and normal adolescents.

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