

STUDY OF SOCIAL TRUST AMONG THE STUDENTS OF HIGHER EDUCATION INSTITUTIONS

ИЗУЧЕНИЕ СОЦИАЛЬНОГО ДОВЕРИЯ У СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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Abstract: *The report focuses on the study of the features of trust among the students of technical specialties. In particular, it discusses the interrelation of social trust level and self-control of students. The report contains the results of surveys conducted among the students of the National Technical University of Ukraine "Kyiv Polytechnic Institute" (Kyiv, Ukraine) and the correlation of the results as well.*

KEYWORDS: TRUST, SOCIAL, STUDENTS, HIGHER EDUCATION, TECHNICAL SPECIALTIES, SELF-REGULATION.

1. Introduction

Recently, the issue of trust is becoming more and more interesting for philosophers and psychologists. Trust is one of the fundamental components of effective interaction of individuals, sharing knowledge and experience. Trust plays an important role in the regulation of consciousness and behavior of the individual. At the interpersonal level trust regulates interpersonal relationships, including the function of feedback in the process of self-knowledge, a means of psychological relief, and intensification of relationships. In addition, trust intensifies communication and cooperation, reduces risk and mobilizes the activity of parts of interaction.

Trust accelerates the processes of social exchange, promotes the integration of groups, communities and society as a whole. Trust in society initiates public actions that reflect corporate relationships (cooperation, mutual support, participation, coherence). Trust performs integrative, communicative, interactive, perceptive functions. Trust brings together social groups and lack of trust divides people.

2. Preconditions and means for resolving the problem

Today there are a large number of scientific studies devoted to the phenomenon of trust in different fields: economic, political, social, legal (including crime) and other areas of life. The phenomenon of trust is studied not only in application to different spheres of human activity, but also for different age groups.

Role and place of trust during professional training at the university has not been researched enough. In our previous publications (such as "Features of trust building between students and teacher at technical higher educational institution", "The relation of trust and locus of control of students of technical higher educational institution" and others.) we tried to study the issue of trust of students in higher educational institutions, including technical ones.

The next step in researching the features of trust building in studying and educational activities at the technical higher educational institution is the study of the correlation of trust and self-regulation level of students. Thus, the central question of our research is: *how are trust and self-regulation of students connected?*

The aim of the study is to establish the correlation between the level of social trust and level of self-regulation of the students of technical higher educational institution.

Most dictionaries define trust as confidence in someone's diligence, honesty, correctness in something (a strong belief in the honesty, goodness etc of someone or something "Longman Dictionary of Contemporary English"). Trust is explained as "mental state due to which we rely on some opinion that seems reputable, and therefore deny an independent research of the issue that can be investigated by us" (F. A. Brockhaus and I. A. Efron).

J. Rotter defines trust in human relations (interpersonal trust) as "generalized human expectations about how you can rely on words, promises, spoken or written statements of another person or

group of people". In turn, the psychological self-regulation is seen as a change of some psychophysiological functions and mental state in general carried out by the subject through specially organized mental activity. Self-regulation is seen as a process of conscious, deliberate planning, construction and transformation of the subject's own actions and actions in accordance with personally meaningful goals and current needs (M. I. Boryshevsky).

To achieve this goal we have used questionnaire "Style of self-regulation of behavior" (V. I. Morosanova) and "Scale of interpersonal (social) trust" method of J. Rotter (adapted by Dostovalov S. G.).

3. Results of the research

The study has been conducted at the department of instruments and systems of non-destructive testing at National technical university of Ukraine "Kyiv Polytechnic Institute" (Kyiv, Ukraine). 42 students of 1-5 courses, including 12 girls and 30 boys have taken part in the research.

According to the results of the survey we have established: the level of social (interpersonal) trust of students; profile values of self-regulation of students and the general level of self-regulation of students.

According to the method of J. Rotter, the results of social trust vary between 25 (absolute mistrust) to 125 points (absolute trust). The average value is 75 points. According to the survey results overall level of interpersonal trust among students is high and makes up 88.69 points (standard error of the average – 1.956). Thus, minimum value of the specified scale of level of trust is 60, and maximum – 116.

Also, we have set the parameters for self-regulation on separate scales and general levels of self-regulation (according to the method, they range from 0 to 46). The average level of self-regulation is 31, which, according to the conventional division of the scale on the areas can be interpreted as an average one. This variance of values is large enough – from minimum 19 to maximum 43. According to the data obtained by the study typical profiles of self-regulation are built.

To identify interdependence indicators of trust level and self-regulation level a correlation analysis of the obtained data is carried out. The purpose of this analysis is to identify whether there is a significant dependence of one variable on another. The analysis has shown that a significant negative correlation ($r = -0,427$) is observed between general self-regulation and trust, in other words, with increasing levels of self-regulation of individual the level of trust other people tends to decrease (the level of relevance of the results $p = 0.005$). To eliminate age factor partial correlations are calculated and they show that the difference in age of respondents has no significant effect on the results of the study.

The establishment of possible correlations between the level of trust and certain aspects of self-regulation has also aroused scientific interest. Thus, the most significant correlation is observed for scales of modeling and evaluation of results (correlation coefficient values of rare about -0.5 and -0.4, respectively).

For scales of planning and programming the value of r is about 0.3, indicating a weak correlation between values according to these scales and the level of trust ($p < 0.05$). For scale "independence" resulting value r is positive, unlike other scales. However, the relevance of results on this scale is much higher than the permissible value ($p > 0.05$), so the data do not have statistical reliability and are not the subject of interpretation.

In the figure below the diagram of scatter of values of trust and self-regulation levels reflecting their correlation is represented.

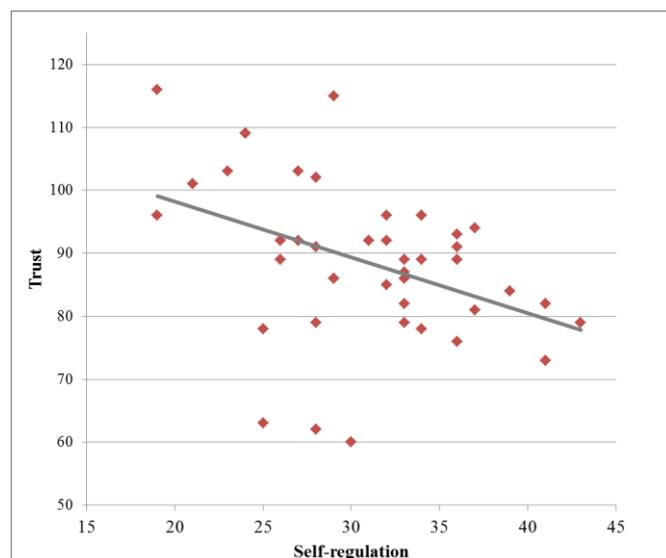


Fig. 1. Correlation between the general level of self-regulation and interpersonal trust

4. Conclusions

So, survey of students of the studied department gives the opportunity to research the features of self-regulation of

respondents, their social trust and mutual correlation between the expression of these two phenomena.

Thus, it has been found that a fairly high level of interpersonal trust and low level of self-regulation are inherent to the studied group of students. It has been defined that there is a correlation between the studied phenomena: with the growth of the general level of self-regulation of students the level of trust decreases.

Based on the obtained results and taking into account the results of the study of connection between the trust and the level of subjective control conducted earlier, it can be assumed that the development and formation of personality, the formation of ability to regulate activity, responsibility and awareness of own actions significantly affect the expression of social trust in personality. Such a person is more focused on his own strength and mind, less inclined to seek the approval of others, and, therefore, more independent of external circumstances that may limit his development. In terms of educational activities, students with sufficient formation of self-regulation and optimal level of social trust are focused on internal locus of control and on achievement of their own goals (including goals of studying). Such students plan their actions to achieve their objectives, take responsibility for success and failure. That is why the creation of favorable psychological climate with optimal level of trust between students and teacher is important in pedagogical interaction.

5. Literature

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