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**PSYCHOLOGICAL FEATURES OF INTERPERSONAL TRUST OF FUTURE
PSYCHOLOGISTS**

У статті аналізуються результати дослідження міжособистісної довіри у студентів. Визначено, що міжособистісна довіра вітчизняними та зарубіжними науковцями розглядається неоднозначно. Вітчизняні науковці вказують на важливість міжособистісної довіри у формуванні партнерських стосунків, безконфліктної міжособистісної взаємодії. У зарубіжних дослідженнях підкреслюється соціальний характер міжособистісної довіри, який виявляється тільки у стосунках індивіда. Структурними компонентами міжособистісної довіри є когнітивний, емоційний та поведінковий. Акцентується увага на соціально-психологічні та особистісні характеристики суб'єктів міжособистісної довіри. Зазначається, що до особистісних факторів, які впливають на готовність особистості довіряти, відносять рівень суб'єктивного контролю, комунікабельність, оптимістичність, терпимість, надійність, рівень довіри особистості до самої себе, її психоемоційний стан. Дослідження проводилось на базі Вінницького державного педагогічного університету імені Михайла Коцюбинського. У ньому взяли участь 79 першокурсників. Емпірично визначено, що у студентів першого курсу майбутніх психологів значно переважає рівень нижче середнього міжособистісної довіри. Рівень довіри до себе має тенденцію до середнього, переважає екстернальний рівень локус контролю. Найбільш незадоволеними сферами є особистісні досягнення, здоров'я, якість спілкування з близькими людьми, внутрішня та зовнішня підтримка, здатність до самоконтролю. Факторний аналіз дозволив виокремити чотири фактори (психологічне благополуччя, інтернальність у навчанні, досягнення, самореалізація), які на наш погляд, відображають різні аспекти міжособистісної довіри у студентів першого курсу майбутніх психологів. Проведене дослідження дозволяє констатувати, що студенти, які переживають психологічне благополуччя, відповідальні, орієнтовані на власні сили, беруть на себе відповідальність за успіхи та невдачі у навчанні, орієнтовані на досягнення та самореалізацію мають вищий рівень міжособистісної довіри.

Ключові слова: довіра, міжособистісна довіра, довіра до себе, студенти першого курсу, безпечна поведінка, освітній процес.

The article analyses the results of the study of interpersonal trust among students. It was determined that interpersonal trust is viewed ambiguously by Ukrainian and foreign scientists. National scientists indicate the importance of interpersonal trust in the formation of partnership relations, conflict-free interpersonal interaction. Foreign studies emphasize the social nature of interpersonal trust, which is manifested only in the relationship of an individual. Structural components of interpersonal trust are cognitive, emotional and behavioural. Emphasis is placed on the socio-psychological and personal characteristics of subjects of interpersonal trust. It is noted that the level of subjective control, sociability, optimism, tolerance, reliability, the level of the individual's trust in himself, and his psycho-emotional state belong to the personal factors that influence the willingness of the individual to trust. The study was conducted on the basis of Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University. 79 freshmen took part in it. It has been empirically determined that first-year students of future psychologists have a significantly lower level of interpersonal trust than average. The level of self-confidence tends to be average, the external level of the locus of control prevails. The most dissatisfied areas are personal achievements, health, the quality of communication with loved ones, internal and external support, and the ability to self-control. Factor analysis made it possible to single out four factors (psychological well-being, internality in learning, achievement, self-realization), which, in our opinion, reflect different aspects of interpersonal trust in first-year students of future psychologists. The conducted research allows us to state that students who experience psychological well-being, are responsible, are focused on their own strengths, take responsibility for successes and failures in learning, are focused on achievements and self-realization, have a higher level of interpersonal trust.

Key words: trust, interpersonal trust, self-trust, first-year students, behavior culture, educational process.

Introduction. The upheavals, crises, and instability experienced by our country have a particularly negative effect on the younger generation, in particular on the ability to plan for the future, self-realization, personal growth, effective interaction with others, etc.

In the professional formation of the personality, not only professional knowledge is important, but also personal qualities, which are the basis of the potential for successful personal development and professional realization. Interpersonal trust should also be included among such personal qualities. The optimal development of trust in general and interpersonal trust in particular is a reflexive phenomenon of self-awareness that will help an individual to make the right choice in difficult life circumstances, in a situation of uncertainty.

The scientific interest in the study of interpersonal trust among future psychologists is due to the fact that the level of its development determines the readiness of the student of higher education to regulate interpersonal relations in an academic group, promotes the activity of interpersonal communication and the ability to establish trusting, conflict-free interpersonal interaction. So far, the influence of trusting relationships on the process of personal development, emotional well-being, and academic success of an individual during professional training has been proven. This is especially relevant in the first year of study, since the level of interpersonal trust between members of the academic group is an indicator of its social and psychological climate, and depending on the level of formation and development, it will have both a positive and a negative effect on the participants of the educational process throughout the entire period of study.

Despite a significant number of studies, the issues that reveal the specifics of interpersonal trust during the professional training of future psychologists in the first year are insufficiently developed.

Theoretical foundations of research. In psychological science, there is a significant increase in interest in studying the problems of formation and development of interpersonal trust. In national psychology, trust is understood as a basic component of personality (H. Andrushchenko, N. Vasylets, N. Volyniuk, D. Doctorova, L. Kolomiets, N. Kravets, H. Chaika, N. Shevchenko, O. Tsygika, etc.). In the works of S. Vorozhbyt, I. Larkina and others socio-psychological functions of trust are defined and described. General aspects of the importance of trust in interpersonal interaction are revealed by T. Gurleeva, S. Sytnik and others.

A number of studies indicate the importance of the development of interpersonal trust in youth, attention is focused on its role in building partnership, friendly relations between young people (O. Biletska,

N. Yermakova, D. Lysenko, E. Klymenko, V. Kravchenko, L. Nikolenko, S. Sytnik, I. Pyvovarchyk, G. Tsyganenko, G. Chuyko, Ya. Chaplak, O. Yurchenko, N. Yaremchuk, etc.). Interpersonal trust is considered as a factor of the social and psychological climate of the team (K. Kruglov).

Therefore, developed interpersonal trust can become a guarantee of a favourable socio-psychological climate of an academic group, will help create optimal conditions for professional development, self-affirmation, self-realization of an individual, etc.

In modern conditions, interest in the phenomenon of trust is constantly growing. According to O. Biletska, although the phenomenon of trust is in the field of view of Ukrainian and foreign psychologists, it still does not have a sufficiently significant scientific solution [2, p. 32]. The author believes that it is wrong to reduce the psychological content of trust only to the sphere of communication, since trust is included in the integral interaction of a person with the world. In various empirical studies, trust is perceived as an expectation, setting, attitude, state, feeling, process of social exchange and transmission of information and other significant benefits, personal and group property, etc. [6, p. 59]. N. Kravets points out that trust and mistrust are fundamental attitudes that determine the further development of all other types of individual relationships with the world, oneself and others [6].

According to N. Yaremchuk, the issue of interpersonal trust among students is treated ambiguously in modern scientific literature, which indicates the complexity of its understanding and conceptualization [13, p. 20]. Foreign researchers emphasize the fundamentally "social" character of interpersonal trust, which is manifested only in relationships between individuals. Significant features of interpersonal trust according to G. Jones, J. George are positive, favourable individuals' settings towards each other; compatible positive experience of interaction with each other; a sense of confidence in relation to the values of another and his reliability [4]. The key characteristics of interpersonal trust include: it arises in a situation of uncertainty and risk; reflects predictability, expectations; exists in a situation of mutual dependence; perceived as a boon [1].

At the same time, J. Miller notes that when making a decision to provide trust to a subject of interpersonal interaction, not only his reliability is assessed, but also the socio-psychological characteristics of the individual who makes the decision to provide trust/distrust are important. In support of this opinion, the author gives the following arguments: one's own ideas, emotions, value orientations, along with the assessment of the partner's reliability, play an important role in the decision to provide trust [10]. We find similar thoughts in P. Sztompka's work, who notes that the types of expectations associated with trust depend not only on the objects, but also on the characteristics of the subject of trust [11, p. 58]. That is, the degree of trust in others depends on the level of trustworthiness of the individual. According to the author, the trustworthiness of an individual is a reflection of his dispositional attitudes regarding the trust of others.

When analysing interpersonal trust, K. Kruglov points out the importance of taking into account the factors on which it depends, in particular, the personal characteristics of the subjects of interpersonal interaction and the presence/absence of previous interaction experience [7, p. 140]. Among the personal factors that influence the readiness to trust, the most studied general attitude towards trusting other people and the world, the level of subjective control and the sociability of the individual. In particular, R. Walczuch, J. Seelen, H. Lundgren defined personality characteristics that determine trust. The authors included locus of control, optimism, tolerance, reliability and openness to new things as such characteristics [12]. Taking into account the results of the research on the relationship between the levels of trust and subjective control, O. Yurchenko suggested that the development and formation of personality, accompanied by the formation of the ability to regulate activity, responsibility and awareness of one's own actions, significantly affect the manifestation of social trust [14]. The author believes that such students are more focused on their own strength and reason, are less inclined to seek the approval of others, and are more independent of external circumstances. Similar results are given by O. Lashko, who believes that students with an optimal level of social trust are oriented to the internal locus of control, take responsibility for successes and failures [8].

Analysing interpersonal trust, it is important to take into account the level of an individual's trust in himself, because according to C. Arceneaux, this process is influenced by the individual's psychological state, his ability to control the situation (Arceneaux). We agree with such considerations, because "a high level of self-confidence symbolizes the individual's experience of a state of inner harmony, psychological well-being, self-acceptance, orientation towards life achievements, achievement of success, and an optimistic attitude towards life. On the contrary, a low level of self-confidence is accompanied by insecurity, misunderstanding of oneself and one's own needs, inadequate self-esteem, experiencing an

intrapersonal conflict, fear of difficulties and failures, inability to use one's own personal resources, which disintegrates the "I", worsens adaptability, reduces the feeling of satisfaction with life, negatively effects on establishing social contacts" [5, p. 414].

Scientists traditionally distinguish three components in the structure of interpersonal trust – cognitive, emotional and behavioural. The cognitive includes confidence that the object of trust can take responsibility for fulfilling obligations, the emotional basis consists of the individual's emotional state, emotional assessments of the interacting parties and the interaction process itself. The behavioural component includes readiness for certain actions in relation to another participant, to oneself and to the existing conditions [3; 4; 13].

The purpose of the article. The purpose of the article is to determine the psychological characteristics of interpersonal trust among first-year students of future psychologists.

Methods. In order to test the above assumptions, we organized an empirical study to determine the characteristics of interpersonal trust among first-year students. J. Rotter's "Scale of Interpersonal (Social) Trust" technique was used to study the level of interpersonal trust. To determine the subjective features of interpersonal trust, the methods "Trust in yourself" by N. Astanina, adaptation by N. Vasylets, "Level of subjective control" by J. Rotter and the method "Level of satisfaction with life" by M. Vodopyanov were chosen. Empirical indicators were processed using the statistical program package SPSS ver. 16.0.

Sample. The sample included students of future psychologists studying at Mykhailo Kotsiubynskyi State Pedagogical University in Vinnytsia. A total of 79 students took part in the study, the average age was 18.7 years.

Results and discussion. First, let's briefly dwell on the obtained empirical indicators and analyze the level of interpersonal trust among first-year students (table 1).

Table 1.

Characterization of the sample of subjects according to the index of interpersonal trust

| Scale | Levels % | | | |
|---------------------|-----------------------------|-------------------------|----------------|------------------------|
| | absolute disbelief (n=0) | below average (n=58) | average (n=18) | above average (n=3) |
| Interpersonal trust | 0 | 73,4 | 22,8 | 3,8 |

According to the obtained results, a low level of interpersonal trust prevails among students (73.4%). This means that there are certain difficulties in establishing trusting relationships, students are mostly wary, afraid of the unjustification of their own trustworthiness. According to the author of the technique, individuals with a low level of interpersonal trust are not inclined to give others a second chance, do not always respect the rights of others, feel unhappy, often quarrel, and are unreliable. A high level of the investigated indicator was found only in 3.8% of the subjects.

Analysis and generalization of the results of the study using the "Trust in yourself" method by N. Astanina, adaptation by N. Vasylets allowed to determine the level of self-confidence of 1st-year students (table 2).

Table 2

Characterization of the sample of researched subjects according to the indicator of self-confidence

| Scale | Levels % | | |
|-----------------|-----------|----------------|-------------|
| | low (n=1) | average (n=60) | high (n=18) |
| Self-confidence | 1,3 | 76,9 | 22,8 |

The generalized results show that the average level of self-confidence prevails among first-year students (76.9%), which characterizes such subjects as those who doubt their own abilities, opportunities, success, tend to trust others (parents, friends, classmates) more. Almost a quarter of the studied students (22.8%) are self-organized, self-realized both in relationships, communication with other people, and in studies; have a desire to know themselves, tend to correct their own shortcomings, strengthen their spiritual integrity.

The locus of students' control was determined by J. Rotter's "Level of subjective control" method. The results of the study proved the predominance of the external locus of control, in addition to the scale of internality in the field of achievements (Fig. 1).

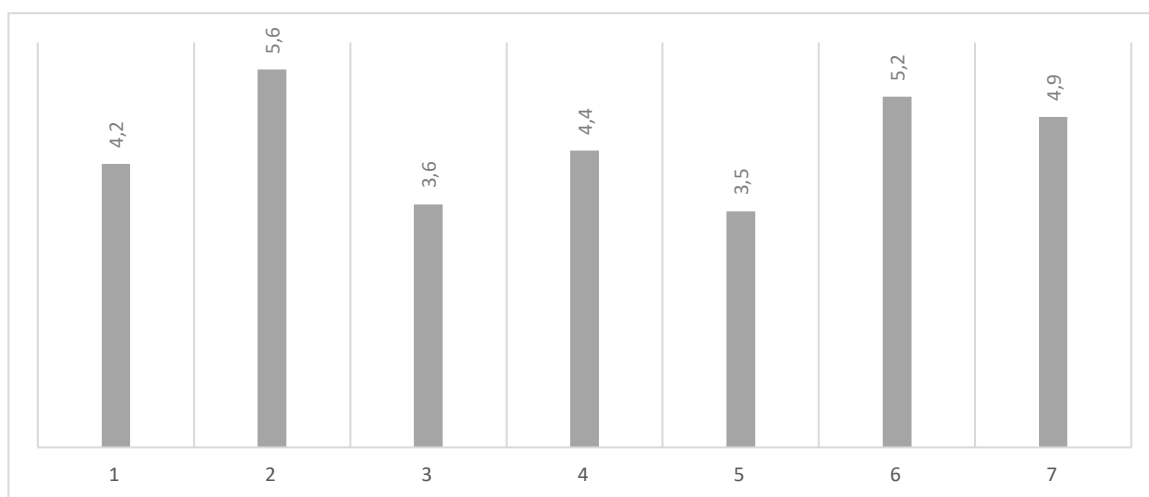


Fig. 1. Comparison of average values of future psychologists on scales of subjective locus of control

Note: 1 - scale of general internality; 2 - scale of internality in the field of achievements; 3 - scale of internality in the field of failures; 4 - scale of internality in family relations; 5 - scale of internality in the field of industrial relations; 6 - scale of internality in interpersonal relations; 7 - health and disease internality scale.

First-year students tend to rely on external circumstances, hold the opinion that everything that happens to them does not depend on them, but is the result of external circumstances, in particular, chance, luck, intervention of other people.

In order to determine the substantive characteristics of interpersonal trust, we used N. Vodopyanova's "Assessment of the level of satisfaction with the quality of life" method. Table 3 presents the obtained results.

Table 3

Percentage ratio according to life satisfaction scales among first-year students

| № | Scales | Levels % | | |
|----|-------------------------------|----------|---------|------|
| | | low | average | high |
| 1. | Career | 19 | 55,7 | 25,3 |
| 2. | Personal achievements | 50,6 | 27,8 | 21,6 |
| 3. | Health | 58,2 | 33 | 8,8 |
| 4. | Communication with loved ones | 60,8 | 29,1 | 10,1 |
| 5. | Support | 52 | 36,7 | 11,3 |
| 6. | Optimism | 20,3 | 49,4 | 30,3 |
| 7. | Tension | 46,8 | 40,5 | 12,7 |
| 8. | Self control | 59,5 | 33 | 7,5 |
| 9. | Negative emotions | 46,8 | 30,4 | 22,8 |

The received empirical data prove that future psychologists are most dissatisfied with personal achievements, health, quality of communication with loved ones, internal and external (social) support, and the ability to self-control. First-year students feel the greatest satisfaction, albeit at an average level, according to career indicators, optimism. A quarter of students are satisfied with their studies (25.3%), personal achievements (21.6%), and a third are optimistic (30.3%).

At the second stage of the research, in order to identify the structure of interpersonal trust among first-year students, a factor analysis using the Varimax-rotation method was carried out. Analysis of the matrix of factor loadings made it possible to identify 4 factors explaining 64.52 of the variances of the data and which, in our opinion, reflect various aspects of interpersonal trust in first-year students of future psychologists.

Factor 1 with the greatest informativeness (37.72% of the total variance of features). It includes the following variables: "life satisfaction index" (load factor value 0.989), "personal achievements" (0.853), "health" (0.760), "self-control" (0.721), "support" (0.717), "career" (0.709), "optimism" (0.662), "communication with loved ones" (0.627), "tension" (-0.800), "negative emotions" (-0.775). This factor was called psychological well-being. A meaningful generalization of the psychological scales included in this factor allows us to assume that its selection as the most significant confirms that a positive attitude towards the future profession, personal achievements in education, social support of classmates for first-year students is one of the basic factors in reducing psychological tension during training.

Factor 2 (explains 10.06% of the total variance) includes the variables: "scale of internality in the field of industrial relations" (0.874), "scale of general internality" (0.672), "scale of internality in the field of failures" (0.639). We called this factor "Internalism in learning" and it explains the importance of first-year students' interpretation of academic success/failure as the result of their own efforts.

The third factor "Achievement" (8.45% of the total variance) is formed by the variables "scale of internality in the field of achievements" (0.868), "scale of internality in family relations" (0.500). The fourth factor was named "Self-realization" (8.29% of the total variance), it combined the parameters "scale of internality in interpersonal relations" (0.852), "self-confidence" (0.520). In this case, it is shown that the ability to control and formulate one's relationships, a valuable attitude towards oneself has a positive effect on the readiness and activity of students in establishing interpersonal interaction.

Conclusions. The conducted theoretical analysis shows that interpersonal trust is viewed ambiguously by Ukrainian and foreign scientists. Ukrainian scientists indicate the importance of interpersonal trust in the formation of partnership relations, conflict-free interpersonal interaction. Foreign studies emphasize the social nature of interpersonal trust, which is manifested only in the relationship of an individual. Interpersonal trust is considered through its structure, which includes cognitive, emotional and behavioural components. Emphasis is placed on the importance of social-psychological and personal characteristics of subjects of interpersonal trust. Among the personal factors affecting the willingness to trust, the general attitude towards trust in other people and the world, the level of subjective control, the sociability of the individual, optimism, tolerance, reliability, the level of the individual's trust in himself, the psycho-emotional state of the individual are determined.

It was determined that first-year students of future psychologists have a significantly lower level of interpersonal trust, which indicates the existence of difficulties in establishing trusting relationships, fears of unwarranted trust. The level of self-confidence tends to be average, the external level of the locus of control prevails. Such students have certain doubts about their own abilities, opportunities, success, tend to trust others more; tend to rely on external circumstances, adhere to the opinion that everything that happens to them does not depend on them, but is the result of external circumstances. The most dissatisfied areas are personal achievements, health, the quality of communication with loved ones, internal and external support, and the ability to self-control. Factor analysis made it possible to single out four factors (psychological well-being, internality in learning, achievement, self-realization), which, in our opinion, reflect different aspects of interpersonal trust in first-year students of future psychologists. The conducted research allows us to state that students who experience psychological well-being, are responsible, focused on their own strengths, take responsibility for successes and failures in learning, are focused on achievements and self-realization, have a higher level of interpersonal trust.

A perspective for further research. The perspective of further research is the study of the influence of individual psychological, communicative personality properties on the willingness to trust in an academic group; study of the peculiarities of interpersonal trust in students of different courses; determination of the influence of interpersonal trust on the subjective well-being of students in an academic group.

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