

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/308966192>

What Makes Students Trust to their Lecturer ? (Indigenous Psychological Analysis)

Article · October 2016

CITATIONS

0

READS

194

3 authors, including:



Vivik Shofiah

State Islamic University of Sultan Syarif Kasim Riau

6 PUBLICATIONS 0 CITATIONS

[SEE PROFILE](#)



Ami Widyastuti

State Islamic University of Sultan Syarif Kasim Riau

1 PUBLICATION 0 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Group Counseling with biblio counseling sirah nabawiyah techniques to improve student's emotional intelligence [View project](#)

What Makes Students Trust to their Lecturer ?

(Indigenous Psychological Analysis)

Vivik Shofiah

Center for Indigenous & Cultural Psychology, Faculty of Psychology, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia (vivikdanu@gmail.com)

Sri Wahyuni

Center for Indigenous & Cultural Psychology, Faculty of Psychology, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia (yuni_ziyat@yahoo.com)

Ami Widyastuti

Center for Indigenous & Cultural Psychology, Faculty of Psychology, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia (amiwidyastuti@ymail.com)

Hidayat

Center for Indigenous & Cultural Psychology, Faculty of Psychology, Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia (hidayat.edu@gmail.com)

Abstract

This research explored how the trust of students against their lecturer. This research used indigenous psychology approach that used open-ended survey through a questionnaire instrument developed by Kim (2008). Question posed was "how much you trust your lecturer?" as many as 188 participants who were studying at the psychology faculty of State Islamic University of Sultan Syarif Karim Riau participated in this research. Data analysis was done by using qualitative thematic analysis by categorizing the responses of participants based on the themes that emerged in the data and cross-tabulate the gender variable. Based on the results the analysis arose that the male and female students trusted their lecturer and factors which caused the male and female students and trusted their greater lecturer in benevolence and competence factor. Factor of predictability and integrity became a less important factor that influenced trust of students to lecturers.

Keywords: trust; benevolence; competence; predictability; integrity.

Introduction

Students and lecturers in the university environment come from diverse backgrounds. Despite the diversity, there is a good relationship and suitability of the role and function between students and lecturers, so it will manifest good cooperation, mutually beneficial relationships between lecturers and students. Trust is the most important element that must exist in relation of students and lecturers because trust is the basic that is needed in social life (Igarashi, et al., 2007).

Trust is the extent for someone to trust others, to feel comfort, and to believe that person who is believed, provide benefit for themselves (McKnight & Chervany, 2001). In the context of education, trust was seen as a goal and a tool for school improvement (Bryk & Schneider, 2002). Research on trust between lecturers and students is important to do, because a trust can reduce the risks and adverse possibility in learning process and increase the good climate in the learning (Durnford, 2010). Trust between lecturers and students are proven to improve academic achievement (Goddard, Tschannen-Moran, & Hoy, 2001), increasing the positive climate in the classroom (Raider-Roth, 2005), trust in the relationship between lecturers and students also have a unique contribution to the adjustment of learning, learning contracts, and distancing behavior problems on campus (Van Petegen, Aelterman, Van Keer, & Rosseel, 2008; Baker, Grant, & Morlock, 2008).

This research provides an overview of factors that influence the trust of students to lecturers. McKnight and Chervany (2001) say that trust divides into four aspects, namely benevolence, competence, integrity and predictability. In this research, the theories of McKnight & Chervany are used theoretical frame works in the analysis of research results.

Literature review

McKnight and Chervany (2001) divide aspects of trust into four, namely: Benevolence (kindness), show concern and care for others. In this kindness, there is intention to advance the common interests with concern and care for the welfare of others (Lewicki & Tomlinson, 2003). Competence (ability) is an important component of trust. Competence aspects of trust have the meaning that someone believes another person, because person has the ability and strength in accordance with the needs

(McKnight & Chervany, 2001). Competence refers to the judgment that another person is who believed to be capable to do the task and provide knowledge in accordance with standards that accomplish the standard expectations (Lewicki & Tomlinson, 2003; Mayer, Davis, & Schoorman, 1995). Competence also influences the strength or the ability to display the role (Macfarlane, 2009). Integrity is honesty behave in accordance with the truth and keeping promises (Macfarlane, 2009). Honesty refers to the character and authenticity. Trust in the university (school) has relevancy with the authenticity and the principles of lecturer behavior (Tschannen-Moran & Hoy, 2000; Lewicki & Tomlinson, 2003). Predictability is consistent and predictable behavior (Macfarlane, 2009), and it occurs consistently over time (Lewicki & Tomlinson, 2003). In an interdependent relationship, predictability allows people who have trust in their relationship (Lewicki & Tomlinson, 2003).

Methods

The amounts of participants in this research were 188 psychology students of State Islamic University of Sultan Syarif Kasim Riau. Measurements in this research used the opened-ended questionnaire developed in trust questionnaire that is used in indigenous psychology research, compiled by the Center for Indigenous and Cultural Psychology (CICP) in the Psychology Faculty, Gadjah Mada University.

This research used indigenous approach. Participants were asked to fill out a questionnaire with the question "How much do you trust your lecturer?" Then the participant answers were categorized in small different categories. Categorization was performed by the validation team that consists of lecturers of psychology faculty of State Islamic University of Sultan Syarif Kasim Riau and students has become an assistant at the Center for Indigenous and Cultural Psychology of State Islamic University of Sultan Syarif Kasim Riau. During the categorization process, the responses of participants were separated to minor categories. Then minor categories were validated by the validation team. Further minor categories were included in the four major categories of trust, namely benevolence (kindness of lecturer to student), competence (lecturer competence), integrity, and predictability (assessment and action of lecturer to student can be predicted). The steps of categorization were: (a). collect data for analysis, (b). identify themes appropriate with the relevant categories relevant to this research, (c). analyze category the appropriate with research topics.

Result

Based on statistical analysis of the 188 participants, obtained the results 7.1% male students trusted to lecturer and female students at 4.8%, 38.1% male students trust enough in lecturer and female students at 36.3%, 54.8% male students trusted to lecturer and 56.8% of female students trusted to lecturer; 0.0% of male students strongly trust to lecturer and students 2.1% of female students strongly trust to the lecturer.

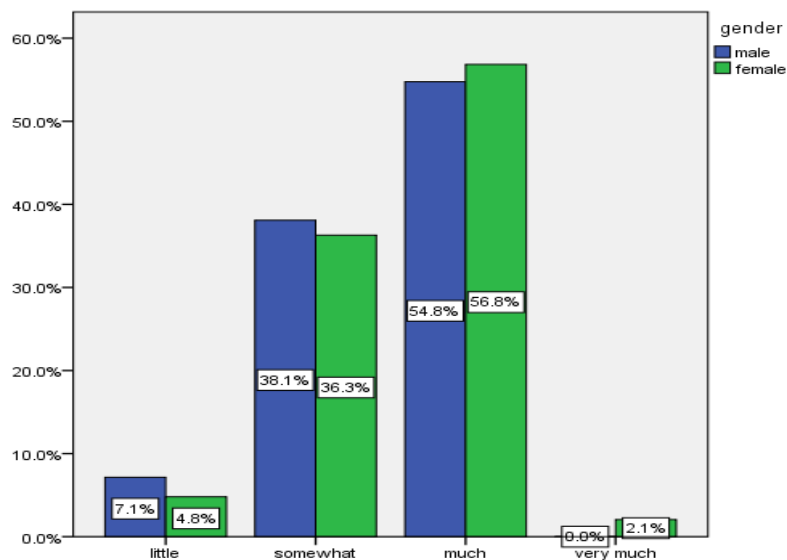


Figure 1.How much do you trust your lecturer? (The difference of male and female trust)

The analysis also provides information that the male and female student trust to lecturer because the benevolence factor for (kindness) lecturer. For the male students are 54.83% and female students are 45.9%. The second factor is competence that influence trust of students to lecturers. The male students trust the lecturer because of the competence is 28.6% and 42.5% of female students. The third factor is the predictability. Male students trust to lecturer because the predictability is 9.5% and 6.2% of female students. The last factor is integrity. Male students trust to lecturer because of the integrity 7.1% and 5.5% of female students. The data can be seen in table and figure below:

Table 1

Trust crosstab of lecturers within gender

Aspect of Trus	Gender		Total
	Male	Female	
Benevolence	23 54.8%	67 45.9%	90 47.9%
Integrity	3 7.1%	8 5.5%	11 5.9%
Competence	12 28.6%	62 42.5%	74 39.4%
Predictability	4 9.5%	9 6.2%	13 6.9%
Total	42 100.0%	146 100.0%	188 100.0%

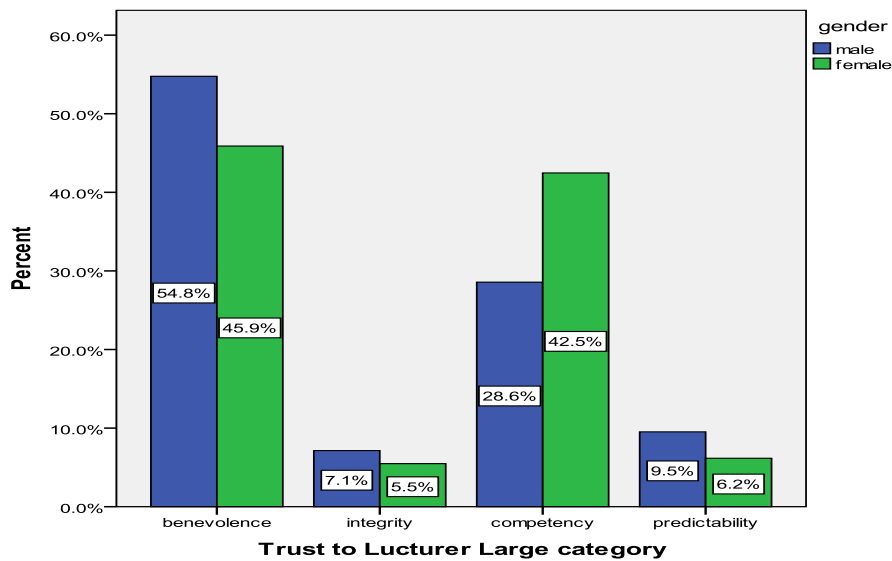


Figure 2. Trust crosstab of lecturer within gender

Discussion

This research found that most of female students trusted to lecturer (56.8% of students). Whereas the male students trusted to lecturer, as much as 38.1%, and 36.3% trust enough. It had meant that a lecturer was a person who could be trusted by students. According to Macfarlane (2009) trust of students to lecturer showed that lecturer could teach well. The university is one of public service institution, where the students as consumers. Trust is a key component in modern management strategies in an

organization in a highly competitive environment (Kramer and Tyler, 1996). The high level of trust, intimacy, shared control between teacher and students associated with greater learning (Dobransky & Frymier, 2004). Trust is an important component in academic achievement (Wooten & McCroskey, 1996) and it is a significant positive indicator of students' academic achievement (Goddard, Tschannen-Moran, & Hoy, 2001). Students who have a trusted relationship with the lecturer, making sure the lecturer listen to them and making them more actively in the learning process (Ennis & McCauley, 2002). Students' trust correlates to increase self identification of students to the campus (Mitchell, R., 2004).

The research also found that factors that the most influence on trust was kindness of lecturer (benevolence). Benevolence of the trust was a person believed in people who were believed to care and to indicate a desire to act in accordance with the required (McKnight & Chervany, 2002). In this research, the high aspects of benevolence meant that students trusted to lecturer because they believed that their lecturer care and act in accordance with the students need. Benevolence reflected the special relationship between people who trusted to others, not just the people who were trusted to give kindness to all people (McKnight & Chervany, 2002). In benevolence, there were five roles played by lecturer. So that students trusted the lecturer, the teacher as a parent, as expressed by some participants: "lecturer is a teacher where both my parents" (S1013) "Lecturer in lieu of parents outside the family circle" (S1022) "Because the lecturer is the second parent to me and they might not want to fall into the wrong hole" (S1040)

Lecturers would not be misleading, as expressed by some participants: "because they are not going to teach us bad things" (S1028). "Because a lecture will not mislead her/his students, lecturer also wants the student/trained in order to be successful was his successor" (S1195). "Because a good lecturer will never mislead the students, they must provide knowledge and science that aims to guide students to become better" (S1156).

The lecturer provided the best things, as expressed by some participants, among others: "every lecturer will want the students succeed" (S1042) "because the lecturer is the figure of a teacher who always provides information. It was about the knowledge that I needed and a teacher may not make a fool of his disciples" (S1047) "Because the lecturer will provide the best for the students" (S1050). Students trusted the lecturer

because teacher would not mislead and give the best for the students. According to Igarashi, et al (2007) trust involved the cognitive processes that positive in their assessments to others people, trust to others would not hurt him/her and respect his/her rights. Furthermore, trust was defined as a form of individual trust against good intention of another individual or people that the intention was not to hurt her/his, respecting their human rights.(Yamagishi, 1998).

Lecturer as a motivator, such some participants the following phrase: "because the lecturer is the inspiration for me to achieve a better future as a lecturer" (S1063). Lecturer is always tries to motivate his/her students. If contrary to my religion does not believe "(1070) "Because the lecturer wants the students capable in all areas and lecturers are able to motivate me" (S1088) Healthy non-formal relationships between lecturer and students affect personal and social integrity of the students in university. It relates to the fact that lecturer contact with students while on the inside and outside the classroom is important very much in motivating and students involvement in all aspects of life (Thatcher, Fridjhon & crockcroff, 2007).

Lecturer as role model and mentor, as expressed by some participants, such as: "because of whatever my lecturer said to be useful for me" (S1054) "As a lecturer when lying, can never be a role model" (S1150) "because the lecturer would want to be an example for the students" (S1170) "Because the lecturer who guided me" (S1184) The second factor is competence. Competence can relate the good intentions with optimal results (Tolley, 2009). Competence is a core aspect when it wants a relationship of mutual trust to be effective (Tschannen-Moran & Hoy, 2000). If a person who is believed to show the level of competence and can account for it then the trust will increase (Tolley, 2009). There are three aspects of the competence; competence, professionalism and knowledge sources. Here are some examples of participants' responses about trust in competence team, professional knowledge and resources, "because the lecturer is highly educated people (S1002). I simply trust to lecturer, because they would give her/his sciences (S1002). A lecturer gives the knowledge to me (S1005) because he's one of the knowledge sources. (S1010)

Trust is the extent of a person to trust others, to secure trust, and believe in a person who is believed to provide benefit for him/her.(Mcknight & Chervany, 2001). A good relationship between students and lecturer, and competence of lecturer will

increase the student achievement in both academic and non academic. Lecturers are able to provide the course material and proper instruction also proved capable of making students get good results (Rockoff, 2004). This research shows that the integrity and predictability factor becomes less critical of students' trust to lecturers. As expressed by some participants: "because the lecturer is not honest with the provision of value" (S1006) "I trust the only lecturer in education, because lecturer often does not reflect what was said" (S1027) "Because not all of lecturer can be trusted" (S1064) "Sometimes the lecturer is not kept his promise with what he says" (S1151). "Sometimes there are words and actions of lecturer look out of line" (S1206)

Integrity is honest behavior in accordance with the truth and keeping promises (Macfarlane, 2009). It refers to the character of honesty and authenticity. Trust in the university (school) has behavior authenticity and principles of lecturer's behavior (Tschannen-Moran & Hoy, 1998). Predictability is a behavior that is consistent and predictable (Macfarlane, 2009). In an interdependent relationship, predictability allows people who have faith of their relationship (Lewicki & Tomlinson, 2003).

References

- Baker, J., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23 (1).
- Bryk, A.S. & Schneider, B. (2002). Trust in schools : a core resource for improvement. New York : Russell Sage Foundation.
- Dobransky, N.D. & Frymier, A.B. (2009). Developing teacher-student relationships through out of class communication. *Communication Quarterly*, 52 (3), 211-223.
- Durnford, V.L. (2010). An examination of teacher-student trust in middle school classroom. *Dissertation*. University of Massachusetts – Amherst.
- Ennis, C., & McCauley M. (2002). Creating urban classroom communities worthy of trust. *Journal of Curriculum Studies*, 34 (2).
- Igarashi, T., Kashima, Y., Kashima, E.S., La Trobe, Farsides, T., Kim, U., Strack, F., Werth, L., Yuki, M. 2007. Culture, Trust, and Social Networks. *Asian Journal of Social Psychology*.

- Goddard, Tschannen-Moran, & Hoy.(2001). Trust between home and school creates a context that supports student achievement, even in the face of poverty. *The Elementryschool Journal*. 102 (1),
- Kramer, R.M. & Tyler, T.R. (1996). Trust in organizations: Frontiers of theory and research. California: Sage Publications, Inc.
- Lewicki, R., & Tomlinson, E. (2003).Trust and trust building. In Burgess, G. & Burgess, H. (eds.). *Beyond Intractability*. Conflict Research Consortium.University of Colorado, Boulder.
- Macfarlane, B. 2009.A Leap of Faith: The Role of Trust in Higher Education Teaching. *Higher Education Research*, 9, 221-238.
- Mayer, R., Davis, J., &Schoorman, D. (1995).An integrative model of organizational trust. *Academy of Management Review*, 20 (3) 709-734.
- McKnight, D.H. and Chervany, N.L., 2001, Trust and Distrust Definitions: One Bite at a Time, in Falcone, R., Singh, M. and Tan, Y-H (eds.) Trust in Cyber- societies, Dordrecht, NL: Springer, 27-54.
- McKnight, D.H. &Chervany, N.L. 2002.What trust means in E-commerce customer relationships: an interdisciplinary conceptual typology. *International Journal of Electronic Commerce*, 6 (2), 35–59.
- Mitchell, R. (2004). Trust, the principal, and student identification. Paper presented at the Annual Meeting of the University Council for Education Administration, Kansas City, Missouri.
- Rockoff, J.E. 2004. The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data. *American Economic Review*, 94 (2):247-252.
- Thatcher, A., Fridjhon, P. & Crockcroff, K. 2007. The relationship between lecture attendance & academic performance in an undergraduate psychology class. *South African Journal of Psychology*, 37 (3), 656-660.
- Tolley, C.B. 2009. The Role of Trust and Care in The Implementation of a Social ConstructivistCurriculum in Physical Education. *Thesis*. Faculty of the Graduate School of the University of Maryland.
- Tschannen-Moran, M., & Hoy, W. K. (2000).A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 70, 547-593.

- Raider-Roth, M. (2005). Trusting what you know: Negotiating the relational context of classroom life. *Teachers College Record*, 107 (4).
- Van Petegem, K., Aelterman, A., Van Keer, H., & Rosseel, Y. (2008). The influence of student characteristics and interpersonal teacher behaviour in the classroom on student's wellbeing. *Social Indicators Research*, 85, 279–291.
- Wooten, A., & McCroskey, J. (1996). Student trust of teacher as a function of sociocommunicative style of teacher and socio-communicative orientation of student. *Communication Research Reports*, 13 (1)
- Yamagishi, T. (1998). *Shinrai no kouzou: kokora to syakai no shinka gemu*. (The structure of Trust: The Evolutionary Games of Mind and Society). Tokyo University Press