EXPLORING PERSONAL AND RELATIONAL TRUSTWORTHINESS

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Abstract

The quality of a trusted party, consisting of one's reliability, competence, and integrity, is often used as criteria for developing trustworthiness. This notion is however, incomplete. In addition to the criteria attributable to the trustee, trustworthiness requires good and facilitative relationships. Maintaining and facilitating relations are more prominent in developing trustworthiness in comparison to reliability, ability, and integrity. To be trusted, all parties need to maintain and constantly develop positive relationships. Integration of personal and relational quality is found to be the basis of trustworthiness.

Introduction

This study began with a survey regarding students' trust towards various parties. The result of this assessment shows that policemen were less trusted in comparison to other parties. Nevertheless, in a focus group discussion, a participant stated that he strongly trusts the police. The statement was clearly not in line with the survey data and the opinion of the other participants in the discussion. Many participants questioned: "why would you trust the police?" He replied: "My father is a policeman ...". Afterwards, we found that the relationship between persons needs to be considered in order to understand a trustor's judgment towards another party. Police are generally less trusted, but the close relation that exists between the trustor and the trustee has affected the trustor's judgment. This also explains why studies in Indonesia show that the father and mother are the most trusted. Though many reasons were expressed by the respondents of the survey to explain why they trust their parents, the main argument for trusting the father and the mother always comes back to the depth of their relationship. For example, another participant in a focus group discussion stated that: "My mother is far from perfect but I really trust her because we were very close ... and mother-child relationship is always very established".

Before explaining in further detail the reasons for the above phenomenon, a general view from mainstream psychology on the issue of trust will be elaborated. Mainstream psychology generally views that trust given to a person arises because he or she is trustworthy or has a high trustworthiness quality. Trust is a psychological state that makes a person willing to accept risk, based on estimates of good intentions

and behaviors of others (see Hardin, 1996). The first limitation to the mainstream perspective is that there is a tendency to focus more on the trustor. Trust, however, is not easily understood by merely looking from the side of the trustor. As explained above, the police did not receive a high rate on the trust scale. However, when a person has a policeman as a father, the police become a trusted party. A person can also be judged to have many imperfections, but she can become a trustworthy party if she is the mother of a trustor. A relational orientation as shown above, is one of the important concepts in understanding human behavior in the development of psychology in Asia (Ho et al, 2001;. Hwang, 2000). Without downplaying the role of the individual, studies in Indonesia (Hakim et al, 2012;. Kurnianingsih et al, 2012) have shown a shift in focus in the psychological analysis, previously centered on the individual, progressing to the relational aspect.

The second weakness of the mainstream psychology approach in explaining the concept of trust is that trust is only seen from the perspective of the two parties involved, the trustor and trustee. This view does little to explain why the police, whose credibility stands in question, is trusted by the trustor. This means that mainstream psychology explanations tend to disregard the fact that trust from one person to another does not only depends on the trustor and trustee. A very important aspect left out from the explanation is context. There are external factors such as culture and religion that affects the parties involved in it, and in turn the development of trust. Teachings in the various cultures and religions encourage their followers steer away from suspicion, prejudice and distrust of others. Aside from the external factors mentioned above, another factor that is important in the dynamics of trust is the relationship between the trustor to the trustee.

The level of trust is also an important aspect in understanding the dynamics of trust that mainstream psychology seems to have limited explanation to offer. There are two explanations that can be used to describe the level of trust (Glanville and Paxton, 2007). First, the model which states that there are people who tend to trust and there are people who tend not to trust others. This model is known as the propensity model. It is this model that argues that one would trust the other party based on his/her character. When he/she trusts something or someone, this trust will not be easily changed. Yet, when he does not trust a person it will be difficult to alter it into trust. The second model states that trust is formed and influenced by experience. In this case, the level of trust is relatively easy to change. People who are often deceived, betrayed, or lied to tend to be distrustful of other parties. The perspective that views trust as built upon one's experience is known as the social learning model (Social Learning Model). The first model seems suitable to describe general trust while the second model is more appropriately used to describe a special trust. Other studies have extensively discussed public trust. This paper will focus more on special trust rather than public trust, (see Fukuyama, 2002).

Trust, trustworthiness and interpersonal relations

Trust is often positioned as a positive aspect of interpersonal relations as well as a social capital. However there is concern that trust can actually become a negative aspect when it is misused by a trusted party. Seeing this, Yamagishi and Kikuchi (1999) developed the concept of caution to explain the dynamics of a constructive trust as seen from the side of the trustor. Based on their researches they concluded that trust and caution are different concepts but work on a parallel system. The study in Indonesia (Faturochman, 2011) also found the same conclusion. Furthermore, the findings show that when a person has a high level of trust, he still has the attitude of so-called prudence. Prudence is the avoidance of risk (Breuerr & Dermott, 2010). Caution arises because a person is afraid to take risk. Yamagishi and Yamagishi (1994) emphasize that caution appears when there is social uncertainty, exposing people to potential risks. In contrast with prudence, trust is needed both in situations of high or low certainty. By using a standard scale of 1 to 5, it was found that the average general trust in Indonesia is 3,37 (Faturochman, 2011), which is above average but is not so high. On the other hand, the level if caution is almost equivalent to trust, equal to 3.35.

In East Asia, trust is valued as a relational concept rather than an individualistic one. Trust does not serve the one's selfishness and oriented to maximize personal gain. Trust is a relational concept that provides security, harmony and prosperity for individuals and society as a whole (Choi and Kim, 2002). In general, trust firsts develops in families, where strong and intimate parent-child relationship is established. Trust is then expanded to other family members, close friends, neighbors, teachers, and others. This study further explores the reasons for placing trust in a close relationship, which includes relationships between children with mothers, fathers, close friends, and teachers. Close relationship between two persons is assumed to determine the quality of trust (Rus & Iglic, 2005). That is, the trust will increase when the trustor and the trustee has a close relationship. In this study we explored four types of trustees which are assumed to be involved in close relationships with trustors.

It has become a common understanding that trustworthiness is a major factor in the emergence of trust. As previously mentioned, trustworthiness is the personal qualities of the person or agency that became the target of trust (see Colquit et al., 2007; Yamagishi & Kikuchi, 1999). Trustworthiness reflects how a person or agent is able to demonstrate the appropriate ability and integrity to be trusted by others. Trustworthiness as one of the external element of trust is considered an important contribution in the dynamics of trust. Becoming a trusted parent will give the children a sense of security to rely on their parents. Trusted friendship provides room for the emergence of adaptive social harmony in society. Becoming a trusted teacher is a psychological force to educate the young generation. Parties who have a close relationship not only trust each other, but also develop trust from time to time, in line with the progress of the relationship between them.

Results of the research at the Center of Indigenous and Cultural Psychology (CICP) Faculty of Psychology UGM show that there are four people who are most trusted in Indonesian people's lives. Among the four categories of most trusted people, the mother receives the highest level of trust, followed by father, close friends, and teachers (Faturochman, 2010). It should be noted that the level of trust to the teacher and close friend is almost the same. These results are considered common and have become unquestionable among Indonesians.

However, a further question that still needs to be answered is: why trust another person? First, we need to examine the theoretical explanations offered. Mayer et al. (1995), for example, states that there are three criteria that make a person trusted, namely one's ability, integrity, and benevolence. When someone has the skills and competencies (skills); are consistent, fair, honest, keeps their promises and stick to the morality (integrity), and are loyal, open, and caring (benevolence), (s)he deserves to be trusted. These dimensions of trustworthiness seem to be more suitable to explain trust in horizontal relationships which generally occurs in an egalitarian society. For vertical relationships, such as the relationship between children and parents or between students and teachers in the Asian countries, a different explanation is needed. In general, Colquitt and friends (2007) accept the concept suggested by Mayer et al. Nevertheless, they also noted that the trustworthiness dimensions only reflect the cognition-based and affect-based sources of trust. They propose that trustworthiness also involves mutual relations, as shown in the benevolence dimensions which contain mutual relations. Yet, their explanation lacks detail. Moreover, it is possible that trust not only appears in the mutual relations, but also in communal relations. From a methodological standpoint, explanations using the concept or theory above can be classified as speculative, since it can still be criticized and refuted by other theories. What is needed is statistical testing of the theories to serve as an explanation based on methodologically acceptable methods, such as the use of a positivist approach. Otherwise, people's opinions can also be explored to start the investigation. This method is commonly used in qualitative research. This study uses the latter method as the excavation effort in finding the answer within a contextual framework.

Doing the Research

This study is an effort to offer a more contextual explanation of trust based on local phenomenon. By doing so, it aims to fill the above mentioned gap in the existing body of literature dealt with in mainstream psychology. This study uses an approach that aims to use the indigenous psychology framework by using a combination of qualitative and quantitative methods. Indigenous psychology approach emphasizes the importance of explanation of the phenomenon in context. Indigenous psychology is part of the tradition of the scientific approach as an effort to find the appropriate methods and explanations for the phenomenon revealed in an investigation. Indigenous psychology using multi-methods of analyses (Park and Kim, 2006). This study focuses on the exploration of trustworthiness criteria in the its explanations.

Data were collected through a questionnaire survey method. The questionnaire consisted of two forms. The first form is an enclosed statement to measure the level of special trust over the five-level rating, that is really trust, trust, quite trust, do not trust, and do not trust at all (the person in question). The second form is an open question which aims to explore the reasons for trusting, from which qualitative data was derived. Special trust which is explored includes trust to father, mother, close friends, and teachers. The question used in this study was developed to measure trust in other Asian countries (Kim, 2009). Other sections contain data about the identity of subjects including sex, age, religion, ethnicity, education / employment and several other respondent backgrounds.

The respondents included high school students, college students and employees. Data was collected in the classical style, where respondents gathered in the class or meeting room, and a team of researchers distributed questionnaires to be filled. On the uptake of high school students, the research team managed to obtain data from 343 respondents. University student respondents were drawn from the Universitas Gadjah Mada and involved 515 respondents. On the retrieval of data from employees, the research team managed to obtain data from 218 respondents.

Analysis of data retrieved from closed questions was done by using descriptive statistics, while the analysis of answers of open questions used the content analysis method. The open-ended question given to the respondents is "why do you trust ...?" The content analysis was aimed to categorize the answers that appear. The content analysis was done by extracting keywords that reflect a response. Before it is certain that the chosen keyword is true, other parties validate the results of content analysis. The next step was to sort out the keywords and group them into categories. Once the categories were arranged, the validation process ensured that the categories were conceptually accepted. Qualitative data in the form of categories were then quantified in order to obtain frequencies for each category. Of a number of categories that are nominal data on each object are synchronized so that the trust earned more generally applicable criteria. Synchronization is done by recategorization to obtain fewer numbers of categories.

Reasons to Trust

The keywords that appear in the answer to each question ranged from 70 to 122 words. The keywords were extracted from a series of respondent's answer. The final number of categories derived from the answers to "reason to trust the father" and "reason to trust the mother" were 23. Fifteen categories were derived for "reason to trust the teachers", and 21 categories for "reason to trust friends". Overall, and by eliminating overlapping categories, when combined the trusted party of four, categories appear 23 reasons to trust.

As mentioned above, in the categorization stage encountered a few problems. First, the category that appears still too much on one as well as on combined trusted

targets. Variations in the number and proportion of responses or reason to trust between one target to another is still many. Third, as a result, the overall number of categories became very large. In order to solve these problems, two alternative solutions were pursued. This could be done by either minimizing the number of categories into two or three simple classification gradually or doing so immediately. To a phased recategorization would take longer. Therefore, the second step was taken, where the categories were classified in a simple matrix.

As mentioned previously, interpersonal trust towards someone is influenced by factors related to the trusting party (trustor personal attributes), the trusted (trustee personal attributes), relations between the two parties (relational attributes), and factors outside the three (external attributes). The results of the categorization of reasons to trust someone using the four attributes are shown in Table-1. From the table it is clear that relational attributes are the most prominent as a reason to trust, followed by internal attributes trustee. The trustor's internal attributes and external attributes is not very prominent. Variations on the reasons for these last two attributes are also very small. Almost all of the answers that belong to the internal attributes of the trustor is "... because I trust him/her", while the answer to the external attributes is often related to "duties" in terms of religious, normative, or cultural duties..

Because this study emphasizes the effort to understand trustworthiness, further categorization of reasons relating to the trustor is not used to make the classification. External factors also seem less relevant in the development of trust, which is in line with the review of these studies. Thus, two categories were made in this study to further understand the dynamics of trustworthiness. The first concerns the trustee (hereinafter referred to as personal attributes) and the second involves the relationship between the trustor-trustee (hereinafter referred to as relational attributes). From Table-1 it appears that these two attributes are very dominant as a reason to trust another party (above 95%), the most compelling reasons to trust another person involves a relational attribute.

The result of this classification is still considering four separate trusted parties in order to obtain a complete picture of the reasons to trust. Figure 1 shows the results of categorization based on the different attributes mentioned, where personal attributes stand out. This means that one is trusted because s(he) is perceived as a reliable person, possess trustworthy character, is competent, sets an example, has integrity, and is of good character. Meanwhile, the reasons for trust involving relational attributes that stood out most include provides the best for the trustor, is close, familiar, has a role in the relationship, and guides the trustor.

Table 1- General Reason to Trust

Trustee	Attributes	n	%
Mother	Relational	771	73,9
	Personal trustee	242	23,2
	Personal trustor	20	0,9
	External	10	1,0
	Total	1043	100
Father	Relational	631	63,7
	Personal trustee	346	34,9
	Personal trustor	9	0,9
	External	5	0,5
	Total	991	100
Teacher	Relational	530	55,4
	Personal trustee	412	43,1
	Personal trustor	11	1,2
	External	3	0,3
	Total	956	100
Friend	Relational	682	74,4
	Personal trustee	193	21,0
	Personal trustor	39	4,3
	External	3	0,3
	Total	917	100

Figure 1: Categorization based on Attributes
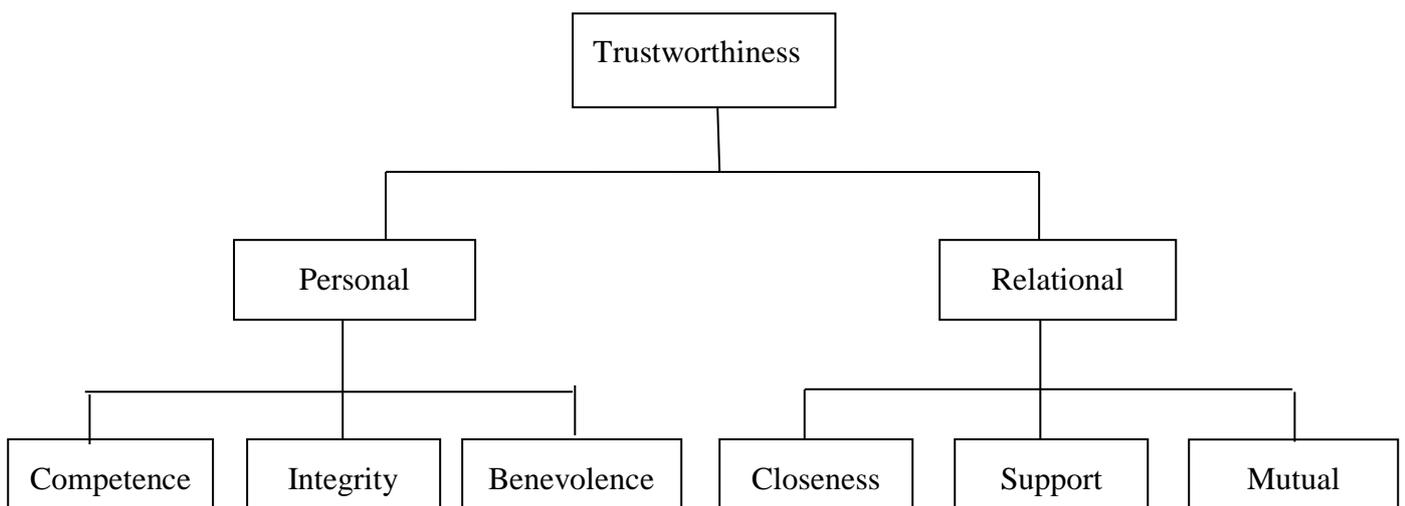
Factors of trustworthiness

Some categories of "reasons to trust" appeared in all trustees (mother, father, teacher, and friend), while others are only appeared in one, two, or three trustees. In order for the existing categories to become a general category, some of the categories were merged to a different trustee. A simple way to do this is to add them to the same category. Given the different characteristics of those who trusted one another, it is necessary to do a statistical test to find out adding such a component is necessary. The test referred to in this statistical technique is called exploratory factor analysis. In other words, the test is aimed to identify if those items included in the analysis is an integral component or not.

Tables 2 and 3 is a summary of factor analysis for each attribute which was merged into the existing categories. Of a number of analyzes conducted, the majority of the items suggests the existence of similar categories, although the reasons remain a distinct entity on object components. There are two categories that make up more than one component, namely the category of proximity and attention. Nevertheless, the items in that category is still possible to combine, technically those have eigen value greater than one. Based on the results of this analysis, each category consisting of items with different objects can be merged. However, the subsequent analysis will consider the number of items and the number of occurrence of these categories based on the previous data.

Trust is formed due to a positive relationship with one another. The relation in question can be realized in the form of family relationships, friendships, or even vertically between teachers and students. Robust relational role is formed through an intensive process experiences, which is a joint process between the trustor and trustee. In other words, trust is formed through social learning together (Glanville & Paxton, 2007).

In contrast to the concept that states that trust to another party is also influenced by factors present in the trustee, this study suggests that relational factors have a more prominent role. Relationalism is a concept in psychology that is promoted the study by the study of Ho et al. (2001) and Hwang (2000) presumably relevant to the results of this study. Being open, understanding, assuring, respectful, and offering love are some efforts that are considered to ensure and maintain a good relationship. Moreover, the capability to support and educate the trustor, and lead a facilitative role in the relationship with the trustor, is considered to strengthen trust in the relationship. These findings reinforce the opinion of the two scholars above. It also highlights the importance of trust in explaining relationalism. The quality of a trusted role (we named it as personal trsuwaothiness) is an important criteria for trustworthiness. The criteria includes competency, reliability, and integrity. These criteria are similar to those proposed by Mayer et al. (1995).

Table 2: The Results of Factor Analysis of Personal Trustworthiness Scale

Item	Factor 1	Factor 2	Factor 3
Assures those in need	,829		
Warm towards others	,753		
Tries not to disappoint others	,706		
Support others	,668		
Be as a "family"	,646		
Tries to get to know others better	,576		
Posses experience in field of expertise		,739	
Respected by others		,720	
Knowledgeable		,711	
Is a role model for many people orang		,690	
Solves problems		,511	
Keeps promise			,801
Keeps others' secrets			,796
Truthful			,592
Maintains his/her principals			,526
Capable of offering the right information			,515

The explanation of the above qualitative analysis is relevant to the social values in Indonesia. For example, the value of mutual compassion and mutual foster care one another. When these values are important in social relations, the value of honesty and respect on a personal level is still important, as also found in this study. This study emphasizes the need for exploration of the relevant local values in explaining psychological phenomena. This in turn, will facilitate the development of indigenous psychology in Indonesia.

Table 3: Results of Factor Analysis of Relational Trustworthiness Scale

Item	Factor 1	Factor 2	Factor 3
Mutual	,776		
Mutual sharing	,771		
Mutual understanding	,721		
Understanding each-other	,714		
Mutual trust	,671		
Gives the best to me		,787	
Diligently guides me		,731	
Capable of motivating me		,636	
Capable of providing guidance		,616	
Is there when I am in need		,600	
Never disappoints me		,579	
Knows me well			,769
Provides comfort when we are near each other			,760
I feel close to him/her			,690
Willing to listen to me about the problems I face			,622
Willing to consider me as being part of his/her family			,554

Conclusion

Trustworthiness criteria that relies on the attributes of the trustee only offers a partial explanation in understanding the concept. The suggestion that trustworthiness is established when the trustee is reliable, competent, and has high integrity downplays the importance of the existence of a good relationship and trust between the parties involved in the relationship. Trust is maintained when a good relationship is established. What is considered to be a good relationship is a relationship based on openness, understanding, respect, and love. Trust also develops when the relationship is facilitative, meaning that it facilitates the need of the trustor as well as trustee.

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