

## ETHICAL ISSUES OF COLLECTING AND USING LARGE AMOUNTS OF DATA IN PSYCHOLOGICAL RESEARCH

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**Abstract:** Ethical aspects of psychological research suggest the existence of ethical principles and standards, which are related to the implementation of the psychologist's professional role. Measured psychological phenomena are not identical to real. They are interpreting through the prism of psychologists' values formulated in the code of ethics. The main objective of the code is the welfare and protection of individuals and groups with whom psychologists do work. A mature specialist can be called a psychologist with a stable system of values, moral orientation, mature conscience, positive ideals of personal development. Personal maturity of the psychologist-researcher has different norm's characteristics standards of personal development that leads a person to finding them a generic human essence. Taking it into account the normalization standards in large groups are very difficult, since the current state of society is focused just on the one normal vital principle of regulation based on self-centeredness.

**Keywords:** ethical problems, data collection, psychological research, ethics of psychological research, student, ethical complex, personality of psychologist, ethical principles of psychologist

### 1 Introduction

Ethical aspects of psychological research suggest the existence of ethical principles and standards, which are related to the implementation of the psychologist's professional role. Measured psychological phenomena are not identical to real. They are interpreting through the prism of psychologists' values formulated in the code of ethics. The main objective of the code is the welfare and protection of individuals and groups with whom psychologists do work. The personal willingness of a researcher as a professional is determined by the maturity of the psychologist's personality. A mature specialist can be called a psychologist with a stable system of values, moral orientation, mature conscience. Personal maturity of the psychologist-researcher has different norm characteristics standards of personal development. Taking it into account the normalization standards in large groups are very difficult, since the current state of society is focused just on the one normal vital principle of regulation based on self-centeredness. Psychologists' ethical principles are: competence, integrity, professional and scientific responsibility, respect for human rights concern for the welfare of others, social responsibility. Rules of humans' research conducting are included respect for laws, respect and attention to self-esteem and well-being, safety of people in research participation.

The psychologist deals with the measured constructs of psychological phenomena that are not identical to them, and are displaying it in scientific consciousness (Korjova, 2016, MacLin et al, 2008). Therefore it's important how they are interpreted, especially when we study large volumes of data. Psychologists do develop and working out valid and reliable scientific knowledge based on research. They can use this knowledge in different contexts of human behaviour. As a rule a psychologist

performs several roles in its activities. This is the person that intervenes in social processes and the expert, analyzing the psychological component of these processes.

Scientific activity makes human sense within the wider context of human activity which must have goals, values and interests. It's necessary already to use value criteria in the methodological aspect of science. But there is another important aspect, concerning on practical application, which raises a big question regarding the axiological neutrality of science. If science defines the human as a pure object of study and manipulation, it means that not science but some people can arrogate to themselves the right to manipulate by others. It is clearly seen that lust for power can hide under the aspiration to proclaim the neutrality of science and its release from "metaphysical and ethical prejudice". The code of ethics in general aims the creation of a values' system in which psychologists should follow in their professional and scientific work. The main objective of the code is the welfare and protection of individuals and groups with whom psychologists are working.

### 2 Materials and methods

The method of theoretical analysis and synthesis at all stages of the study was used to identify concepts, separation of their components establishing relationships.

Theoretical analysis has been allowed to determine the direction of research in the field of psychologist-researcher professional ethics.

### 3 Results

#### 3.1 Personal maturity of psychologist as researcher professionalism's of condition

The personal willingness of professional researcher is determined by the maturity of the psychologist's personality. A mature person can be called a psychologist with a stable system of values, moral orientation, a mature conscience and positive ideals of personal development. Psychologist cannot work in criminal structures, cannot consist in destructive sects as they bring harm and destruction to people and society. Maturity of personality is primarily ability to take responsibility for other people.

Overall we can say that psychologists should form up a world outlook ideology which must be defined by such categories as "good", "benefit", "evil" and "harm" (Bocharova, 2015; Bocharova, 2015; Fahrutdinova et al, 2015, Kharlamov et al, 2014; Khayrutdinov, 2015; Korjova, 2016, MacLin et al, 2008; Mukhametzyanova et al, 2015; Radevskaya et al, 2016). Moral relativism leads to moral chaos. If good and evil are the same, no personal responsibility can exist. This leads to dangerous social consequences.

The goal of psychological research is enrichment of our knowledge about human's psychological characteristics. Obtained results shall be used solely for the benefit of people. Psychologists should have a clear idea of for what they are working and to which area they are invading. There are areas of psychologist's activity where psychology merges with medicine. A doctor who fails to fulfill the requirements of the medical code may become a murderer. Psychologist which isn't ready professionally and personally or which is pursuing personal or self-serving goals can become an instrument in criminals' hands. Personal maturity of psychologist-researcher has following characteristics of norms of personal development that are leading to the attainment of generic human essence: an attitude to another person as to a value in itself, as to a substance, the symbol of the infinite potency of the genus "human"; an ability to de-centrations, to dedication and to love as the way of

implementation of this relationship; creative target-doeth nature of vital functions; a need for positive freedom; an ability to free will expression; a possibility of future's self-projection; a faith in the feasibility of the planned; an internal responsibility before own self and others' past and future generations; a desire to achieve through the overall meaning of own life. Anomalous deviating from the normal is development that leads to isolation, to separation from the universal generic essence: a relation to human as to source, as to an ultimate pre-definable thing; a self-centeredness and inability to commitment and to love; a nature of vital functions with causal-conditioned, subordinate to external circumstances; an absence or weak expression of needs and positive freedom; an inability to a free will expression and impossibility of future's self-projection; a disbelief in own-self capabilities; an absence or very weak intrinsic responsibility before own self and others' past and future generations; an absence or very weak desire to achieve through the overall meaning of own life (Kharlamov,2014).

The data obtained in the large-scale studies should be considered also from the norm's position. However the normalization processing in large groups is very difficult, since the current state of society is focused on just one vital valuation normal principle (self-centeredness). Social or existential norming, allowed to form up unified value orientation of moral order (directing a person not to egocentric values), as a rule is an unsystematic, or is carried out in double moral standards in national and religious traditions, what is not conducive for the society's consolidation and affects the mass surveys results.

### 3.2 Ethical principles of psychologist

In the first part of the ethical code of the psychologist we find shared ethical principles that guide psychological specialists of any profile. The general principles declare the fundamental goals designed to adopt high psychology's ideals. This is the basis for ethical psychologists' action and the foundation for understanding the specific ethical standards.

1. Competence. Psychologists tend to adhering high standards of competence in their work. They realize the capacity limits of their practical possibilities and the limits of their erudition. They use only those techniques in which they are competent by their own education, training or experience. Psychologists are aware that the competence what is required for teaching, servicing or studying groups of people, largely depends very often on its groups' characteristics. Psychologists show increased responsibility in the areas without working out the professional standards and do everything possible to protect the welfare of those with whom they are working. They improve their skills in areas of their activities and recognize the need for additional training at the proper time. Psychologists are attentive to scientific, professional, technical and administrative materials during trying to find its' proper application.
2. Honesty. Psychologists try to follow the honesty in psychology's science, teaching and practice. They are honest, friendly and respectful of others in their work. Psychologists shouldn't make false, incorrect or untruthful statements in messages about their skills, work, research and teaching. They should be well aware of their personal values, needs, beliefs and these limitations that might impose on their activities. Psychologists are trying to clarify their professional roles for others and to behave in accordance with these roles for greater efficiency. They try to avoid improper and potentially harmful dual relationships.
3. Professional and scientific responsibility. Psychologists maintain professional standards of work, are responsible for their professional and scientific activities. They try to use own methods of differentiation depending on the needs of the groups with whom they are dealing. Psychologists' moral standards and norms are personal matter to the same extent as to other people, except of those cases where these norms may compromise professional responsibilities or reduce psychology's and psychologists' public trust.

4. Respect for human rights. Psychologists treat with respect to basic rights, honor and dignity of all people. They respect people's right to internal world, privacy, self-determination and autonomy, but they are aware that their legal responsibilities may be in conflict with the implementation of these rights. Psychologists are aware of cultural, individual and role differences. Psychologists are trying to reduce the impact of these factors on their work and do not participate in any discriminatory practices consciously.
5. Caring about the welfare of others. Knowledge and understanding of the overall goals of own a self-professional activity is a necessary component of psychologists' professionalism. Such goal for the psychologist is concerned about the welfare of other people. The result of the psychologist's research activity must be aimed ultimately at ensuring the people groups' well-being.
6. Social responsibility. Aspects of professional social responsibility and of ethical positivity of professional activity results' are important in all professions; they ensure the well-being of society.

### 3.3 Principles of the conducting research involving humans.

The decision to conduct the study is based on a balanced judgement of a particular psychologist as how to make the greatest contribution to psychological science and to well-being of the people.

1. Based on this analysis psychologist conduct the study with showing respect and attention to the dignity and welfare of people participating in the study.
2. The scientist during research planning is responsible for careful evaluation of his ethical acceptability. The researcher during taken possibility of a compromise between scientific and human values in compliance with each principle takes simultaneously own self firm commitment to consult on ethical issues and to adhere strictly precautions for research participants' right protection.
3. The ethical issue of researcher's priority attention is to determine whether the participant of planned research will be subjected at risk or not in accordance with accepted standards.
4. The researcher carries ongoing responsibility for ethical standards' compliance in research, also is responsible for the ethical correspondence with research participants by colleagues, assistants, students and employees, where everybody in this case assumes the same obligations. The researcher sets unambiguous and direct agreement with study's participants before the experiment excluding the study with minimal danger. The researcher informs participants about all aspects of the study. The inability to reveal the contents of research fully before agreement's obtaining based on full information requires additional security measures' adoption to protect research participants' welfare and dignity.
5. Methodological requirements of a study can make it necessary to use default or fraud. The researcher takes to itself special obligations before this experiment's type: to determine whether the use of such methods is intended for scientific, educational or applied value of the study; to determine whether alternative procedures are that does not require the use of defaults or fraud; to ensure that necessary explanations are given to participants as soon as that opportunity arises.
6. The researcher respects each human's right to refuse participation in the study or withdraw from the research at any time. The obligation to this right's protection assumes especially careful reflection and study the question when researcher takes the power position or it may influence on participant.
7. The researcher takes actions to participant's safeguard from any physical and mental discomfort, harm and danger, which research procedures might entail. The researcher informs the participant about the risk of such consequences when it exists. It is unacceptable to use research procedures

which can cause party serious or long-term damage to participant unless the exception of these procedures will not cause even more damage to participant. The participant of research should be informed about the procedure for its appeal to the researcher within allowable time period after the stress' occurrence caused by participation in the experiment, etc.

8. The researcher provides to the participant information on the study's character and tries to eliminate all misunderstandings after data is collected. If scientific or human value of the research justifies the information's delay or concealment then researcher assumes on itself a particular responsibility to monitor the study's processing and to ensure that participant will not get any dangerous consequences.
9. When the research procedures lead to undesirable consequences for a particular subject the researcher takes on itself the responsibility to identify and to eliminate or correct these consequences.
10. Information about the study's participants obtained at the time during its' processing unless other conditions are not specified in advance. When there is a possibility that such information can be accessed by other people, this opportunity is communicated to the participant as procedure's part of agreement's obtaining based on full information (Bocharova, 2015; Kharlamov, 2014).

The consent to participate in research is most often given by reading and signing a special document in which the participant is informed about the study purpose, the procedure of participation in the study procedure, probable refusal to participate in the study. The document also informs about the possible risks and discomforts to the research participant, benefits of research to society; study duration; compensation for participation; confidentiality; statement of voluntary participation (Kharlamov, 2014).

#### 4 Discussion

We tried to implement such ethical principles in our study of international students' socio-psychological adaptation to the ethno-cultural characteristics of society in terms of the model of university's educational environment (Veselova ,2012).It was proved the efficiency of identified educational-methodical complex using students' readiness criteria: to plan their own interaction with ethnic groups' representatives in society; to choose cross-cultural alternatives in society; to manage the intercultural interaction's process in society, using a network technology; for perform professional work in the society, and others.

#### 5 Conclusion

The results of the study can be extrapolated in the practice of a psychologist when working with large amounts of data while respecting ethical norms and principles.

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