

Prevention of extremist behavior in educational institutions: psychological and legal problems

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Abstract. The purpose of this particular study is to search for methods aimed at preventing extremist behavior in educational and other organizations. An interdisciplinary approach was used in this work, as well as methods of analysis, synthesis, generalization and classification, psychodiagnostic methods. As a result, a package of methods has been proposed in order to identify the propensity for extremist activity among students and university staff. Among them there are the following ones: the Methodology for diagnosing the dispositions of violent extremism, the Methodology for identifying the “Bullying Structure”, the Bass-Darki Aggressiveness Questionnaire, Destructive Communicative attitudes, Socio-psychological adaptation. Their capabilities and limitations have been also described. The proposals for improving labor legislation are substantiated and put forward, including an instruction legalizing the use of psychological techniques in Article 70 of the Labor Code of the Russian Federation (hereinafter referred to as the Labor Code of the Russian Federation). It is concluded that the use of these techniques in relation to employees is permissible only if they diagnose their business qualities. As for the students, in relation to them, the use of the considered package of methods is permissible only on a voluntary basis. Any comprehensive studies of this kind at the intersection of law and psychology in the field of countering extremism in the higher education system in our country have not been conducted.

Keywords: deviant behavior, extremism, preventive measures, monitoring system, vulnerability to fascism, employees, students

1 Introduction

Nowadays, modern society faces a significant task of preventing extremism, especially in the educational environment. This problem has an interdisciplinary basis: it is impossible to

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regulate the rule of law without changing the legal consciousness, economic and social situation, knowledge of neurophysiological prerequisites, dynamics of large groups, etc.

From a psychological point of view, extremism is not just an activity that consists in extreme, radical views that cultivate hostility and hatred, but also their acceptance, commitment, which is not always manifested in actions [1-4]. Foreign researchers mostly talk about the prerequisites for extremism, namely exposure, vulnerability to extremist behavior [5]. There is also the development of information security measures, such as the formation of databases in order to identify threats on the Internet [6-8]. But all the methods built up, despite their qualitative elaboration, do not give an answer to how to predict the course of radicalization of the individual.

General issues of countering extremism are regulated by Federal Law No. 114-FZ dated 25.07.2002 “On Countering Extremist Activity” (hereinafter referred to as FZ No. 114), as Article 1 of this Law lists in detail its diverse forms. A more lapidary version of the interpretation of extremism can be given based on Note 2 of Article 282.1 of the Criminal Code of the Russian Federation. Based on this, it is possible to conclude that antisocial motivation expresses the essence of extremism.

The preventive approaches aimed at micro- and macro-environmental factors are being actively developed as this helps to study the conditions in which violent extremism can “flourish” [9]. At the same time, methods that have already become classical are actively used [10].

The prevention of extremism involves a whole range of general and special measures to eliminate, reduce and neutralize the factors that determine the existence of extremism. From this point of view, as well as from the position of Federal Law No. 182-FZ dated 23.06.2016 “On the basics of the system of crime prevention in the Russian Federation”, it is especially important to eliminate the causes and conditions of extremism, as well as to identify individuals prone to extremism, and to exert preventive influence on them [11, 12]. One of the ways to prevent extremism is the use of psychological testing [13, 14]. Comprehensive studies at the intersection of law and psychology in the field of countering extremism have not been conducted in our country within the framework of the university.

2 Materials and methods

The purpose of this particular study was to search for methods aimed at preventing extremist behavior in educational and other organizations.

Basing on a systematic approach to the study of the problem, the authors used interdisciplinary research methods. It is the interdisciplinary nature that has made it possible to achieve a synergetic effect of considering the phenomenon of extremist behavior in educational organizations. The authors of this article studied scientific sources using methods: analysis, synthesis, generalization and classification. They also used psychodiagnostic methods: conducting psychological diagnostics and processing the results obtained using statistical methods [15].

3 Results

The authors of the study chose psychodiagnostic methods for recommendations that are widely used in the practice of research and prevention of extremism, including those used by themselves in their work [15].

3.1 Annotated list of methods

1. **Title: Methodology for diagnosing dispositions of violent extremism.**

Author: D.G. Davydov, K.D. Khlomov. *Number of stimuli:* 66.

Scales: 11, Cult of force, Tolerance of aggression, Tolerance, Conventional coercion, Social pessimism, Mysticism, Destructiveness and Cynicism, Protest activity, Normative nihilism, Anti-intraception, Conformism.

Purpose: Diagnosis of vulnerability to extremism.

2. **Title: Scale of fascism.**

Author: T.Adorno et al., *Adaptation:* G.U. Soldatov. and others . *Number of stimuli:* 28.

Scales: 10, Conservatism, Authoritarian submission, Authoritarian aggression, Anti-intraception, Superstition and Stereotypy, Power Complex, Destructiveness and Cynicism, Projectivity, Exaggerated concern for sexual life, Susceptibility to anti-democratic ideology.

Purpose: Diagnosis of personality traits that determine susceptibility, predisposition to accept the ideology of an authoritarian personality, anti-democratic ideology (fascism).

3. **Title: Types of ethnic identity.**

Author: G.U. Soldatova, S.V. Ryzhova. *Number of stimuli:* 30.

Scales: 6, Ethnonihilism, Ethnic indifference, Norm (positive ethnic identity), Ethnoegoism, Ethno-isolationism, Ethno-fanaticism.

Purpose: Diagnostics of ethnic identity and its transformation in conditions of interethnic tension.

4. **Title: Methodology for identifying the “Bullying structure”.**

Author: E.G. Norkina. *Number of incentives:* 25.

Scales: 4, Initiator (abuser), Initiator’s Assistant, Defenders of the “Victim”, Victim.

Purpose: Determination the positions occupied by teenagers in bullying.

5. **Title: Diagnostics of the tendency to deviant behavior.**

Author: A.N. Orel. *Number of incentives:* 98 – for boys, 108 – for girls.

Scales: For persons of both sexes: 7, The attitude towards socially desirable responses, The tendency to overcome norms and rules, The tendency to addictive behavior, the tendency to self-harming and self-destructive behavior, The tendency to aggression and violence, Strong-willed control of emotional reactions, The tendency to delinquent behavior.

Additionally for girls: Acceptance of a female social role.

Purpose: Study of the deviant behavior of adolescents.

There are separate questionnaires for boys and girls.

6. **Title: “Bass-Darki Aggressiveness Questionnaire”.**

Authors: A. Bass, A. Darki, *Adaptation:* S.N. Enikolopov. *Number of incentives:* 75.

Scales: 12, Physical Aggression, Verbal Aggression, Indirect aggression, Negativism, Irritability, Resentment, Suspicion, Guilt – Aggressiveness Index, Hostility Index, Level of aggressive motivation, Destructive orientation of aggressiveness.

Purpose: Diagnosis of aggressive behavior, in order to identify the severity of certain types of aggression in an individual.

7. **Title: “Identification of personality type and probabilistic disorders”.**

Authors: J.Oldham, L.Morris. *Number of incentives:* 107.

Scales: 14, Vigilance-paranoia, Loneliness-schizoidness, Ideosyncratic-schizopathy, Adventurism-antisociality, Activity-activity on the verge of breakdown, Dramatical-unnatural acting, Self-confidence-narcissism, Sensitivity-avoidance, Devotion-dependence, Conscientiousness-obsessive-compulsion, Idleness – passive-aggressiveness, Aggressiveness-sadism, Altruism-self-deprecation, Seriousness-depressiveness.

Appointment: Diagnosis of personality type and probabilistic disorders, in order to identify the risk of mental illness.

8. Title: “Destructive communicative attitudes”.

Authors: V.V. Boyko. *Number of incentives:* 25.

Scales: 6, hidden cruelty towards people, Open cruelty towards people, Justified negativism, Grumbling, Negative communication experience. The general level of destructive communicative attitudes.

Purpose: Diagnostics of destructive communicative attitudes, in order to identify negative interpersonal interaction of an individual with people around him.

9. Title: “Socio-psychological adaptation”.

Authors: K. Rogers, R. Diamond., *Adaptation:* A. K. Osnitsky, T. V. Snegireva. *Number of incentives:* 78.

Scales: 8, Adaptability, Scale of lying, Self-acceptance, Emotional comfort, Locus of control, Dominance, Escapism – The general level.

Purpose: Diagnostics of socio-psychological adaptation, in order to identify the adaptive potential of the individual, and his psychological well-being.

10. Title: “Adaptation to university”.

Authors: M.S. Yurkina, A.A. Smirnov. *Number of incentives:* 33.

Scales: 3, Social adaptation, Professional adaptation, Didactic adaptation.

Purpose: Diagnosis of university adaptability in order to identify the three main types of adaptation of a student at a university and the success of his learning activities.

The actual labor legislation does not answer the question whether an employer can use psychological techniques (including those mentioned above) to select personnel when hiring. It is necessary to believe that the use of psychological techniques should be legalized and the following provision should be included in Article 70 of the Labor Code of the Russian Federation: “While applying for a job, an employer has the right to check an individual for compliance of his business qualities with the position (work) for which he claims in the form of psychological or professional qualification testing. This check is carried out before the conclusion of an employment contract. It is forbidden to use test methods to establish the personality traits of a person who is not related to business qualities”.

As for the students (undergraduates and postgraduates), the university has no right to use survey methods without their consent, including at admission. The authors of this study propose to adopt an order at the level of the Ministry of Education and Science regulating the procedure for conducting socio-psychological testing of students at universities aimed at preventing extremist behavior.

4 Discussion

The list of methods proposed by the authors of this study will allow to develop a monitoring system. The essence of the system is to act ahead by building a predictive model. The effectiveness of the model is due to the fact that it is able to identify the tendency to deviant behavior of young people in educational institutions.

Therefore, the creation of a monitoring system will also allow to design modules that can be selected for the task. The introduction of a monitoring system in educational institutions is possible not only in person, but also remotely via the Internet. Processing and creation of Large databases can be configured to transform data into predictive statistical and mathematical models. Forecasts will reveal more accurate risk areas. The relevance of the idea is expressed in a proven system of diagnostic measures aimed at preventing deviant behavior of young people. The main difficulty of implementing such a monitoring system is in its legal regulation. The system, as it seems, does not identify potential criminals, it is configured for generalized results of an anonymous nature. The data should be used to identify predictors and indicators of deviant behavior, in order to find preventive measures.

Based on the studies conducted in educational institutions, the authors of this article believe that there are no unambiguous ways of prevention. All the phenomena studied are multidimensional formations, and there is no simple linear dependence of their changes.

One of the most significant legal issues related to the implementation of the proposed package of methods is the following: is it legal to conduct such surveys of university staff?

The issue of the admissibility of psychological testing of employees by the employer is not directly regulated by the Labor Code of the Russian Federation. At the same time, Article 64 of the Labor Code of the Russian Federation prohibits unjustified refusal of employment and the establishment of any direct or indirect advantages when concluding an employment contract, depending on gender, race, skin color, nationality and other circumstances unrelated to the business qualities of employees. The definition of business qualities of the Labor Code of the Russian Federation does not give, but their definition is contained in paragraph 10 of the Resolution of the Plenum of the Supreme Court of March 17, 2004. No. 2 “On the Application of the Labor Code of the Russian Federation by the Courts of the Russian Federation”. Most authors agree with this position of the Supreme Court [16, 17]. Some scientists, however, argue with it [18].

Psychological questionnaires should be aimed at checking the strictly business qualities of the employee. Otherwise, it may be recognized as discrimination.

Therefore, in order to solve these problems, the authors propose to amend Article 70 of the Labor Code of the Russian Federation.

Speaking about the possibility of testing students at universities according to the proposed scales, the following should be noted. Firstly, this kind of testing can only be voluntary. Secondly, schools and secondary specialized educational institutions already have the practice of socio-psychological testing of students. The authors of this study believe that it is inappropriate for the Ministry of Science and Higher Education of the Russian Federation to adopt a similar order aimed at preventing extremist activity. The identification of persons with a vulnerability to extremist activities will allow to carry out preventive work with them in advance.

5 Conclusion

Therefore, this particular analysis of existing methods on the topic of deviant behavior allowed the authors of this research to compile an annotated reference book of modern psychological questionnaires used.

The use of the methods described above while applying for a job is permissible only if they determine certain business qualities of an employee. The authors have made proposals to improve legislation and judicial practice in this part.

The use of the described methods in relation to students is permissible only on a voluntary basis.

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