

# Ethnic, Civic and Global Identities of Russian High Schoolers and their Correlation with Values

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The article examines the relationship between individual values and the ethnic, social, and global identities of Russian high school students. In the context of social self-determination and the identification of individuals with various social groups during the transition to adulthood, it is essential to explore the resource potential of different types of social identity in relation to the motivational and value dimensions of personality. The sample comprised 155 participants from Moscow (54% female), 156 from Smolensk (63% female), and 173 from Khabarovsk (66% female), all aged 15 to 18 years and identifying as Russian. Respondents completed the S. Schwartz “Portrait Value Questionnaire” (PVQ-RR) and the modified “Identification with Humanity” (IWAH) technique by S. McFarland, as adapted by T.A. Nestik. As a result of regression analysis, it was determined that the primary predictor of ethnic identity among Russian high school students, regardless of their region of residence, is the meta-value of Conservation. Conversely, the primary predictor of global identity is the meta-value of Self-Transcendence, which aligns with findings from similar studies with adults. We identified a number of correlations of individual values with three types of identity specific to each sample. The interpretation of the research results considered the socio-economic context of the regions studied.

**Keywords:** individual values; ethnic identity; civic identity; global identity; early adolescence; Russian high school students.

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## Этническая, гражданская и глобальная идентичности русских старшекласников: связь с ценностями

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Статья посвящена анализу характера взаимосвязи индивидуальных ценностей с этнической, гражданской и глобальной идентичностями у старшекласников из Смоленска, Хабаровска и Москвы, идентифицировавших себя как русские. Установлено, что общим предиктором этнической идентичности у русских старшекласников, независимо от региона проживания, выступают ценности, входящие в метаценность *Сохранение*, а общим предиктором глобальной идентичности — ценности, входящие в метаценность *Самопреодоление*. Выявлен ряд специфических для каждой выборки связей индивидуальных ценностей с тремя видами идентичности: ресурсом поддержания этнической и гражданской идентичностей у московских старшекласников выступает ценность блока *Самопреодоление (Универсализм)*; ресурсом глобальной идентичности у смоленских старшекласников выступает ценность блока *Сохранение (Безопасность)*, у хабаровских — ценность блока *Открытость изменениям (Самостоятельность)*, а у московских — ценность блока *Самоутверждение (Достижение)*. Делается вывод о том, что наличие специфических связей обусловлено различиями в географическом и социально-экономическом положении исследуемых регионов.

**Ключевые слова:** индивидуальные ценности; этническая идентичность; гражданская идентичность; глобальная идентичность; раннеюношеский возраст; российские старшекласники.

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## Introduction

In dynamically changing environment, the scientific interest in the problem of development and manifestation of various social identity types has become just one consequence of individuals' increasing subjective importance of their involvement in greater social communities, such as ethnicity, country and humanity as whole. The research findings show that the feeling of being a member of these groups together with the emotional and value-related manifestations of such membership enables an individual to meet the basic needs for psychological safety, acceptance, self-respect [2; 4; 9; 10; 11; 17].

Confirming the important role of ethnic, civic and global identity in ensuring personal psychological safety and stability challenges the researchers to reveal the correlations between the given types of identities and values. The values vs. ethnic, civic and global identities relationship study is particularly important for early adolescence or high school age, since such is the period for a person to self-determine intensively in society, to identify themselves with diverse social groups and to develop a value-related attitude towards them [21; 22].

Certain scientific empirical data concerning the relations between ethnic and civic identities and individual values have been gained [5; 7; 16; 18; 28]. Thus, according to S. Roccas and her peer researchers' study, the identification with a nation is positively related to the *Conservation* values and negatively — to the *Openness to change* values [28]. In Z.H. Lepshokova's study, the Russian ethnic majority sampling data revealed a positive interrelation between the *Conservation* values and the positivity of ethnic (Russian) and civic (Rossiyskiy) identities [7]. The results coincident to some extent with those in the previous studies were obtained from the sample of Russians in V.A. Fedotova's research: the social focus values (*Conservation* and *Self-Determination*)

were positively correlated with Russians' positive ethnic and civic identities formation, while the personal focus values (*Openness to change* and *Self-Enhancement*) were negatively related to their formation. In addition, the *Tradition* value held the greatest contribution to the relationship between values and ethnic and civic identities [16].

At the same time, more diverse correlations between values and ethnic identity were gained from the sample of Serbian students, depending on whether they were able to speak one or two languages. Among the monolingual students, the focus on the *Tradition* value (part of the *Conservation* meta-value) was positively correlated with a form of ethnic identity such as ethnic bigotry; the focus on the *Universalism* value (part of the *Self-Transcendence* meta-value) was positively correlated with ethnic nihilism; and finally, the focus on the *Stimulation* value (part of the *Openness to change* meta-value) was positively correlated with positive ethnic identity. With the bilingual students, a single significant positive interrelation was recognized: between the focus on the *Hedonism* value (part of the *Self-Enhancement* meta-value) and such type of ethnic identity as ethnic isolationism [5].

The results of the studies suggested above were obtained from the samples of adults. Whereas the studies that reveal the relationship between ethnic and civic (national) identities and values at the stage of maturation, in adolescence and early adulthood are quite rare. Among recent studies, the foreign longitudinal (at intervals of one year) research should be mentioned, that was conducted in groups of Jewish adolescents — Israelis (majority) and Israeli Arab adolescent citizens (minority) [20]. In both groups, positive interrelations between national identity and the *Conservation* values were identified, as well as negative correlations between the *Universalism* (the *Self-Transcendence* meta-value)

and *Openness to change* values. However, if the stated interrelations between national identity and the *Conservation* and *Universalism* values were found in both longitudinal sections, the correlation between national identity and *Openness to change* value occurred only in the second section. In addition, among the minority Arab adolescents, the positive correlation between the *Power* value (the *Self-Enhancement* meta-value) and national identity was revealed, thereby demonstrating the focus on realization of their status ambitions, influence and resource control to reinforce the identification of Arab adolescents as Israelis [20]. Another study conducted by foreign colleagues revealed positive correlations between national identity and all higher order values in Chinese students (according to Sh. Schwartz): *Conservation*, *Self-Transcendence*, *Self-Enhancement*, *Openness to change* [23].

We have not found any studies on the interrelation between values and global identity over the past five years. At the same time, the global identity is known to be closely associated with such fundamental personality characteristics as low level of ethnocentrism, authoritarianism and social domination; high level of intercultural competence, friendliness, trust in people; personal belief in benevolence and meaningfulness of the world; existence of moral stance [11; 26; 27]. In turn, the absence of authoritarianism and ethnocentrism, the presence of a high level of intercultural competence include such features as openness, interest, tolerance to the new, different, dissimilar, which are positively related to the *Openness to change* values. And the features like high friendliness and high consciousness are positively related to caring for people and nature values or the *Self-Transcendent* values [1]. According to other studies, global worldview includes such components as cosmopolitanism, flexibility, depth and critical thinking [25], ability to communicate effective-

ly, positive attitude to globalization changes and ability to adapt rapidly to them [30].

Consequently, the availability of scientific data on the ambiguous and contradictory nature of the relations between individual values and ethnic and civil identities on the one hand, and the lack of data regarding their direct relationships with global identity on the other hand, mainstream the issue of the need to consider motivation and value-related determination of ethnic, civic and global identities in early adulthood or high school age as the most sensitive period to self-determine in society and to identify themselves with different social groups.

*The research objective* is to determine the nature of the interrelation between individual values and ethnic, civic and global identities among Russian high school students from different country's regions.

Our focus was on Russian high school students residing in the central (Smolensk and Moscow) and far eastern (Khabarovsk) regions of Russia with a high (more than 90%) share of Russian population [14]. The selection of these cities was also specified by possible distinctions in value priorities among residents, related to the geographical location of the cities and the orientation of the residents towards so-called «western» (proximity of Smolensk to European countries) or «eastern» (proximity of Khabarovsk to China and Japan) values, as well as closeness (Smolensk) or remoteness (Khabarovsk) from the capital and the largest metropolis (Moscow) [3, 6, 13]. Another value distinction line, according to the inter-generational value change theory [24], can be related to the socio-economic particular features in the regions studied by us [12]. In 2023, therefore, the Smolensk region was the least favorable ranking 51st, while the Khabarovsk region — 31st and the Moscow region — 1st in the Quality of Living among Russian regions [15]. However, it is quite difficult to provide

for some possible distinctions in the nature of the relation between individual values and ethnic, civic and global identities in Russian high school students, the- residents from the central and far-eastern regions of the country, but the availability of such distinctions has been suggested in the research data confirming the interregional diversity of value-related priorities in Russian youngsters [8; 19]. We have raised a research question: are there universal and specific interrelations between individual values and ethnic, civic and global identities in Russian students from Moscow, Smolensk and Khabarovsk?

### **Sampling, procedure and research methods**

The study involved 484 Russian high school students, Russian citizens, aged 15 to 18 who identified themselves as Russians. The sample of the central region included 155 students from Moscow ( $M = 16$ ,  $SD = 0.79$ , 54% females) and 156 high schoolers from Smolensk ( $M = 16$ ,  $SD = 0.49$ , 63% females). 173 students from Khabarovsk ( $M = 16.8$ ,  $SD = 0.71$ , 66% females) constituted the far east region sample from.

Between May and December 2023, the socio-psychological survey using anketolog.ru online platforms was held in person at secondary comprehensive schools of Smolensk, Moscow, Khabarovsk.

**Measuring techniques.** To identify ethnic, civil and global identities we used the extended and modified «Identification with humanity» (IWAH) technique by S. McFarland [27] and adapted by T.A. Nestik [11], comprising 9 questions with 5 answers given per one question, like a five-point Likert-type scale, to reflect respondents' attitude 1) to people of their ethnicity, 2) to citizens of Russia and 3) to people living on our planet. (Example of a statement: how much do you think there is in common between you and these groups of people? Answer options: 1 — absolutely

nothing in common, 2 — little in common, 3 — something in common, 4 — quite a lot in common, 5 — very much in common»). Cronbach's Alpha coefficients for each scale are presented in Table 1.

Individual values were measured using the adapted on the Russian sample and updated Sh. Schwartz «Portrait Value Questionnaire» (PVQ-RR) [29] of 57 statements, all of which had to be rated on a scale of 1 to 6 depending on the similarity degree between the person described and the respondent [18].

The control variables used in the research were age, sex and family income level of the respondents' families, which was determined according to the scale: 1 — at present my family is experiencing economic poverty; 2 — my family is having money only for the most basic needs now; 3 — at the moment my family is not experiencing economic poverty, we can afford a lot; 4 — the current family income affords me to spend it to the fullest.

*Data processing and analysis* was performed with the IBM SPSS Statistics 23 statistical package. Descriptive statistics methods, regression analysis were applied. The data verification of distribution normality was carried out by means of the Kolmogorov-Smirnov test. Ethnic, civic and global identities served as dependent variables in regression analysis. 10 basic individual values functioned as predictors.

### **Study results**

The data verification of distribution normality by means of the Kolmogorov-Smirnov criterion (Lilliefors significance correction) proved their conformity with the distribution normality (at the 0.05 significance level) in all three samples estimated.

Descriptive statistics according to the study results are presented in Table 1.

Hierarchical regression analysis with control for main socio-demographic variables was applied to analyze the interrelations between ethnic, civic and global identities and individ-

Table 1

**Mean values, standard deviations and scale consistency (Cronbach's Alpha) for the estimated main variables in Russian high school students from Smolensk (N = 156), Khabarovsk (N = 173) and Moscow (N = 155)**

| Scales                                      | Smolensk  |      |                  | Khabarovsk  |      |                  | Moscow      |      |                  |
|---|---|------|------------------|-------------|------|------------------|-------------|------|------------------|
|   | M   | SD   | Cronbach's Alpha | M           | SD   | Cronbach's Alpha | M           | SD   | Cronbach's Alpha |
|   | Individual Values (acc. to Sh. Swarts) (min = 1, max = 6) |      |                  |             |      |                  |             |      |                  |
| Stimulation                                 | <b>4,26</b>   | 0,81 | 0,80             | 4,13        | 1,08 | 0,72             | 4,13        | 1,01 | 0,81             |
| Hedonism                                    | <b>5,10</b>   | 0,2  | 0,75             | 4,93        | 0,92 | 0,71             | 4,98        | 0,83 | 0,84             |
| Achievement                                 | <b>4,95</b>   | 0,78 | 0,77             | 4,77        | 1,05 | 0,81             | 4,78        | 0,97 | 0,81             |
| Tradition                                   | <b>3,64</b>   | 1,28 | 0,72             | <i>3,04</i> | 1,35 | 0,84             | 3,57        | 1,44 | 0,82             |
| Self-Direction                              | <b>5,17</b>   | 0,55 | 0,71             | <i>5,04</i> | 0,66 | 0,83             | 5,04        | 0,69 | 0,81             |
| Power                                       | <b>3,60</b>   | 1,04 | 0,81             | <i>3,49</i> | 1,18 | 0,83             | 3,53        | 1,07 | 0,79             |
| Security                                    | <b>4,88</b>   | 0,74 | 0,84             | 4,74        | 0,75 | 0,81             | 4,68        | 0,83 | 0,82             |
| Conformism                                  | <b>4,30</b>   | 0,79 | 0,86             | 4,07        | 0,93 | 0,79             | 4,07        | 0,91 | 0,72             |
| Universalism                                | <b>4,53</b>   | 0,78 | 0,80             | 4,12        | 0,82 | 0,72             | <i>4,11</i> | 0,9  | 0,74             |
| Benevolence                                 | <b>5,33</b>   | 0,56 | 0,81             | 5,15        | 0,71 | 0,75             | <i>5,11</i> | 0,82 | 0,81             |
| Types of social identity (min = 1, max = 5) |   |      |                  |             |      |                  |             |      |                  |
| Ethnic identity                             | <b>3,46</b>   | 0,88 | 0,85             | <i>3,23</i> | 0,97 | 0,81             | 3,42        | 0,9  | 0,76             |
| Civic identity                              | <b>3,6</b>  | 0,86 | 0,80             | <i>3,39</i> | 0,91 | 0,77             | 3,54        | 0,91 | 0,71             |
| Global identity                             | <b>3,23</b>   | 0,83 | 0,76             | <i>2,91</i> | 0,99 | 0,82             | 3,14        | 0,99 | 0,72             |

Note: each estimated characteristic obtained from high school students of the three regions is emphasized in bold — for highest mean values, (in italics — for lowest ones).

ual values. As the first step, the contribution estimate of socio-demographic high schoolers' characteristics (sex, age, family financial situation) to the variance of the three types of identities was done, and the next step — the values contribution estimate.

No significant correlations between the three types of identity and the respondents' family income has been revealed (table. 2). The age of Moscow and Khabarovsk students is not related to dependent variables either. But on the other hand, for a bit older Russian students from Smolensk, there has been a more pronounced identification with Russian ethnicity representatives ( $\beta=0.20$ ,  $p<0.01$ ) and citizens of their own country ( $\beta=0.20$ ,  $p<0.01$ ). The ethnic ( $\beta=-0.28$ ,  $p<0.000$ ) and civic ( $\beta=-0.21$ ,  $p<0.01$ ) identities in Khabarovsk

male students are more pronounced than in females, meanwhile Smolensk high school students demonstrate the similar dependence in respect of ethnic identity ( $\beta=-0.18$ ,  $p<0.05$ ) only. Ethnic ( $\beta=-0.16$ ,  $p<0.05$ ) and civic ( $\beta=-0.19$ ,  $p<0.01$ ) identities are pronounced to a larger extent in Moscow male students than in female ones.

The positive correlation between ethnic identity and the *Tradition* value has been recognized with all (Smolensk, Khabarovsk, Moscow) high school students. Furthermore, ethnic identity is positively related to the *Security* and *Conformism* values in the Smolensk citizens, negatively — to the *Power* value with the Khabarovsk group, and positively — to the *Achievement* and *Universalism* values among the Moscow students.

Table 2

**Hierarchical regression analysis of the relations between ethnic, civic and global identities in Smolensk (N = 156), Khabarovsk (N = 173) and Moscow (N = 155) high school students and their individual values when controlling for socio-demographic variables**

| Predictors                         | Dependent variables |                 |               |                |                |                |                 |               |               |
|------------------------------------|---------------------|-----------------|---------------|----------------|----------------|----------------|-----------------|---------------|---------------|
|                                    | Ethnic identity     |                 |               | Civic identity |                |                | Global identity |               |               |
|                                    | C                   | X               | M             | C              | X              | M              | C               | X             | M             |
| Age                                | <b>0,20**</b>       | 0,03            | 0,10          | <b>0,20**</b>  | 0,01           | 0,08           | 0,1             | 0,002         | 0,01          |
| Sex 1 — m, 2 — f                   | <b>-0,18*</b>       | <b>-0,28***</b> | <b>-0,16*</b> | -0,12          | <b>-0,21**</b> | <b>-0,19**</b> | 0,11            | -0,06         | -0,003        |
| Family income                      | -0,06               | 0,02            | 0,04          | -0,03          | -0,02          | 0,01           | -0,03           | 0,02          | -0,03         |
| <b>Values (acc. to Sh. Swarts)</b> |                     |                 |               |                |                |                |                 |               |               |
| Stimulation                        | 0,13                | -0,08           | 0,08          | 0,08           | -0,07          | 0,10           | -0,02           | -0,13         | 0,12          |
| Hedonism                           | 0,01                | -0,05           | -0,07         | 0,05           | 0,03           | -0,05          | 0,04            | -0,08         | -0,04         |
| Achievement                        | -0,07               | 0,14            | <b>0,20*</b>  | -0,06          | 0,17           | 0,19           | -0,16           | 0,07          | <b>0,25**</b> |
| Tradition                          | <b>0,21*</b>        | <b>0,35***</b>  | <b>0,30**</b> | <b>0,25**</b>  | <b>0,23**</b>  | 0,15           | 0,07            | 0,08          | -0,05         |
| Self-Direction                     | -0,12               | 0,14            | -0,19         | -0,14          | 0,13           | -0,17          | 0,09            | <b>0,20**</b> | -0,15         |
| Power                              | 0,08                | <b>-0,18*</b>   | -0,18         | 0,10           | <b>-0,24**</b> | -0,16          | 0,11            | -0,06         | -0,15         |
| Security                           | <b>0,34***</b>      | 0,11            | 0,16          | <b>0,28**</b>  | 0,12           | <b>0,24*</b>   | <b>0,28**</b>   | -0,19         | -0,15         |
| Conformism                         | <b>0,23*</b>        | -0,04           | -0,16         | <b>0,33**</b>  | 0,05           | -0,06          | 0,10            | 0,04          | 0,17          |
| Universalism                       | 0,08                | 0,19            | <b>0,20*</b>  | 0,04           | 0,14           | <b>0,25*</b>   | 0,28*           | 0,37**        | 0,42***       |
| Benevolence                        | -0,09               | -0,10           | 0,11          | -0,12          | -0,13          | -0,03          | -0,10           | -0,08         | -0,03         |
| R <sup>2</sup>                     | 0,41***             | 0,31***         | 0,31***       | 0,36***        | 0,27***        | 0,21***        | 0,18***         | 0,17***       | 0,22***       |
| F                                  | 7,43                | 6,97            | 4,85          | 7,71           | 4,55           | 4,15           | 3,64            | 3,71          | 4,40          |
| ΔR <sup>2</sup>                    | 0,36                | 0,30            | 0,28          | 0,38           | 0,24           | 0,25           | 0,21            | 0,23          | 0,29          |

Note: the symbols for column headings: «S» — Smolensk citizens, «Kh» — Khabarovsk citizens and «M» — students from Moscow; the table shows the second step regression model values; presents standardized regression coefficients (β); \*p < 0.05, \*\*p < 0.01, \*\*\*p < 0.001; R<sup>2</sup> (adjusted) is the proportion of explained variance of a dependent variable; R<sup>2</sup> changes are significant at p < 0.001 in all models; F is Fisher's statistics. VIF — the multicollinearity coefficients for all the model regressors have acceptable values (in the range from 1.04 to 1.63). The tables displaying the correlations between centered values and dependent variables are presented in the Annex.

Correlations, common to the three groups of high school students, between civic identity and individual values haven't been found. By contrast, the Smolensk group has demonstrated a similar (as with ethnic identity) pattern of the relation between civic identity and *Tradition*, *Security* and *Conformism* values. Civic identity in the Khabarovsk students is positively related to the *Tradition* value and negatively — to the *Power* value, while it is positively related to the *Security* and *Universalism* values among the Moscow students.

In the analysis of the correlations between global identity and values, it has been revealed both the positive relation between global iden-

tity and the *Universalism* value, common to all high school students, and regionally specific relationships: positive correlations between global identity and the *Security* value in the Smolensk group, the *Self-Direction* value — the Khabarovsk group, and the *Achievement* value in the Moscow group.

### Discussion of the results

When analyzing the relations between individual values and ethnic identity, it has been discovered that the *Tradition* value (a component of the *Conservation* meta-value) serves as that the common predictor of ethnic identity expressiveness in all high school

students, regardless of their residence region, i.e. the Russian students' expressed ethnic identity is associated with the acceptance and preservation of traditional norms, views, rules, life models. Similar results were obtained on the base of other Russian samples [7; 16]. This effect was most pronounced in the Smolensk students, who, along with the *Tradition* value, also specified two other values belonging to the *Conservation* meta-value as the predictors of ethnic identity expressiveness: the *Conformism* value (limiting the motives and actions that cause harm to other people or disturb social harmony) and the *Security* value (stability, harmony of society, immediate environment and individuals themselves). Interestingly, that the Smolensk students proved the *Conservation* values to be also a predictor of the civic (Rossiskaya) identity, which is consistent with the study data obtained by Z.H. Lepshokova and confirms that the confluence of ethnic (Russian) and civil (Rossiskaya) identities into a single ethnic-national identity is characteristic of Russian ethnic group representatives as the ethnic majority of the Russian Federation [7].

With the Khabarovsk students, ethnic and civic identities are also associated with the same value predictors — the positively significant value of *Tradition* (as part of the *Conservation* meta-value) and the negatively marked value of *Power* (as part of the *Self-Determination* meta-value). In other words, if the focus on the tradition preservation and the society stability maintenance values are a factor of identification the Khabarovsk students with the Russian ethnic group and citizens of Russia, then the orientation towards achieving a higher status, prestige, influence other people is not such a factor. Our data obtained from the Russian school students representing the ethnic majority in the Russian regions studied, are generally consistent with the data gained through sampling among Jewish adolescents, the Israeli ethnic major-

ity, but differ considerably from those of Arab adolescents belonging to the ethnic minority in Israel [20]. Considering that today's societies, including the Russian one, have become more multicultural, the studying of Russian school students who make up ethnic minorities in the RF regions is much required.

For high school students from Moscow, as well as for those from Smolensk and Khabarovsk, the *Conservation* values serve as the predictors of ethnic (the *Tradition* value) and civic (the *Security* value) identities. However, unlike the Smolensk and Khabarovsk students, Moscow high school students name the *Universalism* value (comprehension and maintaining the welfare of all people, caring for nature) which is part of the *Self-Transcendent* meta-value, as a predictor of ethnic, civic, and global identities. In other words, the consciousness of Moscow students with a pronounced focus on concern for the welfare of others manifests itself in identification both with Russians and with citizens of Russia, and with humanity on the whole. Perhaps this is because a metropolitan person's relationship with others is largely determined by the notions of equality and freedom for every human being [9].

The presence of the correlations between global identity and the *Universalism* value, a part of the *Self-Transcendence* higher-order value dimension (evolving beyond one's own ego), confirms the thesis of several researchers that identification with humanity is directly related to the individual's level of moral maturity [26]. And yet, our study has revealed a number of regionally specific positive relations between global identity and the values included in the meta-values that are (according to Sh. Schwartz) in opposition to each other: the *Security* value (the *Conservation* meta-value) in the Smolensk high school students, the *Self-Direction* value (the *Openness to change* meta-value) in the Khabarovsk high school students, the *Achievement* value (the *Self-Enhancement* meta-value) among the

Moscow high school students. The fact that the *Security* value serves as a global identity determinant (as well as ethnic and civic) with the Smolensk high school students may be explained by their residency proximity to the RF western borders, as well as by recognition that the implementation of safety, stability and harmony values for a society, family, human being, especially in the current social and political conditions, depends on many people. The *Security* value relevance, therefore, may contribute to increased identification of Smolensk high school students with larger social group representatives: an ethnic group, country citizens, humanity in general. The *Self-Direction* value significance in the sense of being the whole humanity representative in the Khabarovsk high school students, in our opinion, can be explained as follows. On the one hand, Russia's eastward reorientation in recent years, promotion of various cooperation and collaboration forms with the Far East and China have provided opportunities for the population of Khabarovsk Krai to get extensively involved in globalization processes and global identity development among its inhabitants [3; 6]. On the other hand, China, densely populated, economically advanced and neighboring with sparsely populated territory of Khabarovsk Krai, is perceived as a threat to the Russian security and «Russianness» [13], which in turn probably triggers the needs for autonomy, independence, and self-reliance in the Russian-China frontiersmen to be mainstreamed.

The *Achievement* values have contributed considerably to the identification of the Moscow high school students with the whole humanity, which may also be stemmed from the characteristics of the socio-cultural context. Young people from Moscow, compared to those from Smolensk and Khabarovsk, have a greater potential to achieve personal success and career growth, at the global level, in particular [17]. In the capital, there are in-

comparably more international companies than in regional cities, the demand for foreign language skills is greater, opportunities for international internships are more available etc. This may be also, probably, why the focus on the *Achievement* value serves as a predictor of global identity expressiveness among the Moscow high school students.

## Conclusions

1. The *Conservation* values serve as the universal predictor of ethnic identity with the Russian high school students surveyed, regardless of their residence region. In this case, the greatest contributor to ethnic identity is the *Tradition* value.

2. The *Conservation* values are the common predictors of civic identity in the Smolensk and Khabarovsk high school students. The presence of similar values, which determine the expressiveness of ethnic (Russian) and civic (Rossiyskaya) identities among the Russian high school students from Smolensk and Khabarovsk emphasizes an inherent link of identification processes with Russian ethnicity representatives and country citizens, and testifies to the ethnic and national identity unity in the Russian high school students from Smolensk and Khabarovsk.

3. Along with the *Conservation* values (the *Tradition* and the *Security* values) the significance of the *Self-Transcendence* value unit (the *Universalism* value) serves as the resource to maintain ethnic and civic identities in the Moscow high school students. And this is probably related to the fact that a metropolitan conflict-free social life is impossible without comprehension and rights and duties abundance, respectful attitude to each other.

4. The *Universalism* value (part of the *Self-Transcendence* meta-value) as a manifestation of the relevance of people welfare concern appears to be a shared predictor of global identity in the Smolensk, Khabarovsk and Moscow high school students. Namely,

evolving beyond one's ego performs a universal determinant for Russian high school students to be identified with the whole humanity.

5. In addition to the universal predictor (the *Universalism* value) the specific for each high school student group global identity predictors have been revealed: the *Security* value of security — for the Smolensk high school students, the *Self-Direction* value — for the Khabarovsk students, and the *Achievement* value — for the Moscow group. In other words, the global identity resource is represented by different values belonging, according to Sh. Schwartz, to various meta-value units, sometimes being in opposition to each other. Thus, we can speak of Russian high schoolers' global identity as a phenomenon determined both by the universal factors and unique to each region ones, specified by their particular socio-cultural context.

#### *Limitations and prospects of the study.*

First, the questionnaire did not exclude the likelihood of social desirability in the respondents' answers. Second, the study participants are residents of the three regions and ethnic Russian representatives, that limits the

extrapolation of results to other ethnic groups and other regions. The sampling coverage should be extended in future, as well as additional socio-demographic parameters should be included in the model (for instance, staying abroad experience, involvement in youth patriotic activities, number of friends of other nationalities, inter-ethnic contact frequency, etc.). In our view, the promising direction is for high school students to learn the substantive content of such concepts as «Russians», «citizens of Russia», «people of the world» using both quantitative and qualitative research methods.

The results obtained and the study conclusions can be actively applied by school psychologists and teachers to prepare thematic materials on the formation of moral guidelines underlying the ethnic (Russian), civic (Rossiskaya) and universal human identities. Appreciation of the value determination of ethnic, civic and universal identity formation allows us to define evidence-based approaches to structuring counseling and psycho-corrective activities with students facing difficulties in social self-determination and identification with different social groups, as well as forming a value attitude towards them.

## ANNEX

Table 1

**Pearson correlation coefficients between centered values and dependent variables (Smolensk sample)**

|     | STI     | HED     | ACH     | TRA     | SEL     | POW     | SEC     | CON     | UNI     | BEN     | Et I    | Cv I    | GI I    |
|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| STI | 1       | ,336**  | ,113    | -,187*  | ,318**  | ,229**  | -,295** | -,465** | -,220** | -,192*  | -,121   | -,180*  | -,113   |
| HED | ,336**  | 1       | ,282**  | -,367** | ,191*   | ,326**  | -,156   | -,523** | -,456** | ,056    | -,269** | -,274** | -,225** |
| ACH | ,113    | ,282**  | 1       | -,193*  | ,140    | ,406**  | -,081   | -,365** | -,496** | -,082   | -,136   | -,134   | -,154   |
| TRA | -,187*  | -,367** | -,193*  | 1       | -,356** | -,321** | ,004    | ,226**  | ,176*   | -,111   | ,300**  | ,333**  | ,105    |
| SEL | ,318**  | ,191*   | ,140    | -,356** | 1       | ,069    | -,159*  | -,387** | -,162*  | -,042   | -,259** | -,313** | -,109   |
| POW | ,229**  | ,326**  | ,406**  | -,321** | ,069    | 1       | -,234** | -,500** | -,617** | -,247** | -,114   | -,121   | -,130   |
| SEC | -,295** | -,156   | -,081   | ,004    | -,159*  | -,234** | 1       | ,119    | ,067    | -,097   | ,289**  | ,268**  | ,262**  |
| CON | -,465** | -,523** | -,365** | ,226**  | -,387** | -,500** | ,119    | 1       | ,266**  | -,015   | ,212**  | ,281**  | ,103    |
| UNI | -,220** | -,456** | -,496** | ,176*   | -,162*  | -,617** | ,067    | ,266**  | 1       | ,040    | ,137    | ,117    | ,257**  |
| BEN | -,192*  | ,056    | -,082   | -,111   | -,042   | -,247** | -,097   | -,015   | ,040    | 1       | -,191*  | -,200*  | -,149   |

|      | STI    | HED     | ACH   | TRA    | SEL     | POW   | SEC    | CON    | UNI    | BEN    | Et I   | Cv I   | GI I   |
|------|--------|---------|-------|--------|---------|-------|--------|--------|--------|--------|--------|--------|--------|
| Et I | -,121  | -,269** | -,136 | ,300** | -,259** | -,114 | ,289** | ,212** | ,137   | -,191* | 1      | ,916** | ,595** |
| Gr I | -,180* | -,274** | -,134 | ,333** | -,313** | -,121 | ,268** | ,281** | ,117   | -,200* | ,916** | 1      | ,551** |
| GI I | -,113  | -,225** | -,154 | ,105   | -,109   | -,130 | ,262** | ,103   | ,257** | -,149  | ,595** | ,551** | 1      |

*Designation:* STI — Stimulation, HED — Hedonism, ACH — Achievement, TRA — Tradition, SEL — Self-direction, POW — Power, SEC — Security, CON — Conformism, UNI — Universalism, BEN — Benevolence, Et I — Ethnic Identity, Cv I — Civic Identity, GI I — Global Identity. \* Correlation of significance at 0.05 (bilateral). \*\*Correlation of significance at 0.01 (bilateral).

Table 2

**Pearson correlation coefficients between centered values and dependent variables  
(Khabarovsk sample)**

|      | STI    | HED    | ACH    | TRA    | SEL    | POW    | SEC    | CON    | UNI    | BEN    | Et I   | Cv I   | GI I   |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| STI  | 1      | ,768** | ,734** | ,478** | ,798** | ,709** | ,622** | ,481** | ,627** | ,687** | -,026  | -,017  | -,065  |
| HED  | ,768** | 1      | ,757** | ,521** | ,823** | ,668** | ,750** | ,645** | ,699** | ,775** | -,060  | ,003   | -,069  |
| ACH  | ,734** | ,757** | 1      | ,514** | ,777** | ,729** | ,726** | ,576** | ,606** | ,719** | ,022   | ,054   | -,033  |
| TRA  | ,478** | ,521** | ,514** | 1      | ,595** | ,403** | ,683** | ,691** | ,740** | ,703** | ,334** | ,258** | ,166*  |
| SEL  | ,798** | ,823** | ,777** | ,595** | 1      | ,664** | ,852** | ,717** | ,808** | ,849** | ,052   | ,075   | ,042   |
| POW  | ,709** | ,668** | ,729** | ,403** | ,664** | 1      | ,596** | ,416** | ,484** | ,544** | -,150* | -,156* | -,146  |
| SEC  | ,622** | ,750** | ,726** | ,683** | ,852** | ,596** | 1      | ,816** | ,825** | ,855** | ,121   | ,135   | ,058   |
| CON  | ,481** | ,645** | ,576** | ,691** | ,717** | ,416** | ,816** | 1      | ,856** | ,816** | ,143   | ,175*  | ,136   |
| UNI  | ,627** | ,699** | ,606** | ,740** | ,808** | ,484** | ,825** | ,856** | 1      | ,877** | ,171*  | ,166*  | ,189*  |
| BEN  | ,687** | ,775** | ,719** | ,703** | ,849** | ,544** | ,855** | ,816** | ,877** | 1      | ,098   | ,101   | ,064   |
| Et I | -,026  | -,060  | ,022   | ,334** | ,052   | -,150* | ,121   | ,143   | ,171*  | ,098   | 1      | ,852** | ,555** |
| Gr I | -,017  | ,003   | ,054   | ,258** | ,075   | -,156* | ,135   | ,175*  | ,166*  | ,101   | ,852** | 1      | ,600** |
| GI I | -,065  | -,069  | -,033  | ,166*  | ,042   | -,146  | ,058   | ,136   | ,189*  | ,064   | ,555** | ,600** | 1      |

*Designation:* STI — Stimulation, HED — Hedonism, ACH — Achievement, TRA — Tradition, SEL — Self-direction, POW — Power, SEC — Security, CON — Conformism, UNI — Universalism, BEN — Benevolence, Et I — Ethnic Identity, Cv I — Civic Identity, GI I — Global Identity. \* Correlation of significance at 0.05 (bilateral). \*\* Correlation of significance at 0.01 (bilateral).

Table 3

**Pearson correlation coefficients between centered values and dependent variables  
(Moscow sample)**

|      | STI     | HED     | ACH     | TRA     | SEL     | POW     | SEC     | CON     | UNI     | BEN     | Et I    | Cv I    | GI I    |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| STI  | 1       | ,139    | ,066    | -,119   | ,416**  | ,195*   | -,284** | -,372** | -,168*  | -,156   | -,095   | -,100   | -,032   |
| HED  | ,139    | 1       | ,133    | -,236** | -,030   | ,211**  | -,146   | -,262** | -,213** | -,029   | -,212** | -,207** | -,160*  |
| ACH  | ,066    | ,133    | 1       | -,227** | ,145    | ,335**  | ,069    | -,386** | -,348** | -,056   | ,018    | -,009   | -,024   |
| TRA  | -,119   | -,236** | -,227** | 1       | -,352** | -,301** | ,067    | ,166*   | ,044    | -,128   | ,371**  | ,299**  | ,081    |
| SEL  | ,416**  | -,030   | ,145    | -,352** | 1       | -,017   | -,092   | -,312** | -,195*  | -,009   | -,259** | -,224** | -,145   |
| POW  | ,195*   | ,211**  | ,335**  | -,301** | -,017   | 1       | ,040    | -,517** | -,528** | -,338** | -,191*  | -,242** | -,321** |
| SEC  | -,284** | -,146   | ,069    | ,067    | -,092   | ,040    | 1       | -,074   | -,157   | -,218** | ,116    | ,169*   | -,161*  |
| CON  | -,372** | -,262** | -,386** | ,166*   | -,312** | -,517** | -,074   | 1       | ,195*   | ,100    | ,015    | ,092    | ,214**  |
| UNI  | -,168*  | -,213** | -,348** | ,044    | -,195*  | -,528** | -,157   | ,195*   | 1       | ,012    | ,145    | ,204*   | ,395**  |
| BEN  | -,156   | -,029   | -,056   | -,128   | -,009   | -,338** | -,218** | ,100    | ,012    | 1       | ,021    | -,043   | ,036    |
| Et I | -,095   | -,212** | ,018    | ,371**  | -,259** | -,191*  | ,116    | ,015    | ,145    | ,021    | 1       | ,856**  | ,545**  |
| Gr I | -,100   | -,207** | -,009   | ,299**  | -,224** | -,242** | ,169*   | ,092    | ,204*   | -,043   | ,856**  | 1       | ,611**  |

|      | STI   | HED    | ACH   | TRA  | SEL   | POW     | SEC    | CON    | UNI    | BEN  | Et I   | Cv I   | GI I |
|------|-------|--------|-------|------|-------|---------|--------|--------|--------|------|--------|--------|------|
| GI I | -,032 | -,160* | -,024 | ,081 | -,145 | -,321** | -,161* | ,214** | ,395** | ,036 | ,545** | ,611** | 1    |

**Designation:** STI — Stimulation, HED — Hedonism, ACH — Achievement, TRA — Tradition, SEL — Self-direction, POW — Power, SEC — Security, CON — Conformism, UNI — Universalism, BEN — Benevolence, Et I — Ethnic Identity, Cv I — Civic Identity, GI I — Global Identity. \* Correlation of significance at 0.05 (bilateral). \*\* Correlation of significance at 0.01 (bilateral).

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