The influence of the ethnic identity of younger schoolchildren studying in multinational classes on the achievement of social success

ВЛИЯНИЕ ЭТНИЧЕСКОЙ ИДЕНТИЧНОСТИ МЛАДШИХ ШКОЛЬНИКОВ ПОЛИНАЦИОНАЛЬНЫХ КЛАССОВ НА ДОСТИЖЕНИЕ СОЦИАЛЬНОЙ УСПЕШНОСТИ

La influencia de la identidad étnica de los escolares más jóvenes que estudian en clases multinacionales en el logro del éxito social

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Abstract

Multicultural and polyethnic diversity of the population is a characteristic trend of the world community. The polyethnic environment of the school can be, on the one hand, a basis for the manifestation of tolerance, interethnic interaction, and on the other hand, a high degree of ethnic identity of students can cause inter-ethnic conflicts, hostility to the representatives of a different nationality. Ethnic identity is formed in the context of the socialization of the younger schoolchild's personality, which is characterized by the desire to achieve success and social recognition, social activity, indicating social success. Various kinds of contradictions appear between ethnic identity and the achievement of social success of younger schoolchildren in the multinational classes. The study examined the impact of ethnic identity on the achievement of younger schoolchildren's social success in the multinational classes. The sample consisted of

Аннотация

Поликультурное и полиэтническое разнообразие населения является характерной тенденцией мирового общества. Полиэтническая среда школы может выступать, с одной стороны, основой для проявления толерантности, межэтнического взаимодействия, с другой стороны, высокая степень этнической идентичности обучающихся может вызывать межэтнические конфликты, неприязнь к представителям иной национальности. Формирование этнической идентичности происходит в контексте социализации личности младшего школьника, которая характеризуется стремлением к достижению успеха и социальному признанию, социальной активностью, что является показателями социальной успешности. Возникают различного рода противоречия между этнической идентичностью и

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236 primary school children aged 8-9 years old. In the aggregate sample of younger schoolchildren studying in the multinational classes, in terms of the positive indicators, socially successful students were revealed two times more than the socially unsuccessful ones. The group of socially unsuccessful schoolchildren consisted mainly of pupils with a high level of ethnic identity. Correlation analysis identified positive relationships between ethnic identity and such indicators of social success as proneness to conflict, the aspiration for power, the tendency to affiliation and negative relationships between sociometric status and cohesion. High ethnic identity of younger schoolchildren in the multinational classes does not affect satisfaction with school life; achieving success in general increases the tendency to group recognition and respect, but at the same time impedes the achievement of favorable sociometric status and cohesion in the classroom, increasing proneness to conflict between the classmates.

Keywords: Ethnic identity; multinational classes; success; social success; achievement motivation.

достижением социальной успешности младших школьников полинациональных классов. В исследовании изучалось влияние этнической идентичности на достижение социальной успешности младших школьников в полинациональных классах. Выборку составили 236 младших школьников 8-9 лет. В совокупной выборке младших школьников полинациональных классов по позитивным показателям социально успешных обучающихся выявлено в два раза больше, чем социально неуспешных. Группу социально неуспешных школьников составили в основном школьники с высоким уровнем этнической идентичности. Корреляционный анализ выявил наличие положительных взаимосвязей между этнической идентичностью и такими показателями социальной успешности как конфликтность, стремление к власти, тенденция к аффилиации и отрицательных взаимосвязей между социометрическим статусом и сплочённостью. Высокая этническая идентичность у младших школьников полинациональных классов не влияет на удовлетворённость школьной жизнью, достижение успеха в целом, усиливает тенденцию к групповому признанию и уважению, но вместе с тем препятствует достижению благоприятного социометрического статуса, сплочённости в классе, увеличивает конфликтность между одноклассниками.

Ключевые слова: Этническая идентичность, полинациональные классы, успешность, социальная успешность, мотивация достижения.

Resumen

La diversidad multicultural y polietnica de la población es una tendencia característica de la comunidad mundial. El ambiente polieténico de la escuela puede ser, por un lado, una base para la manifestación de tolerancia, interacción interétnica y, por otro lado, un alto grado de identidad étnica de los estudiantes puede causar conflictos interétnicos, hostilidad hacia los representantes. de una nacionalidad diferente. La identidad étnica se forma en el contexto de la socialización de la personalidad del menor escolar, que se caracteriza por el deseo de lograr el éxito y el reconocimiento social, la actividad social, lo que indica el éxito social. Aparecen varios tipos de contradicciones entre la identidad étnica y el logro del éxito social de los escolares más jóvenes en las clases multinacionales. El estudio examinó el impacto de la identidad étnica en el logro del éxito social de los escolares más jóvenes en las clases multinacionales. La muestra consistió en 236 niños de primaria de 8 a 9 años. En la muestra agregada de escolares más jóvenes que estudian en las clases multinacionales, en términos de indicadores positivos, los estudiantes socialmente exitosos se revelaron dos veces más que los socialmente no exitosos. El grupo de escolares socialmente fracasados estaba formado principalmente por alumnos con un alto nivel de identidad étnica. El análisis de correlación identificó relaciones positivas entre la identidad étnica y tales indicadores de éxito social como la propensión al conflicto, la aspiración de poder, la tendencia a la afiliación y las relaciones negativas entre

el estado sociométrico y la cohesión. La alta identidad étnica de los escolares más jóvenes en las clases multinacionales no afecta la satisfacción con la vida escolar; Lograr el éxito en general aumenta la tendencia al reconocimiento y respeto grupal, pero al mismo tiempo impide el logro del estado sociométrico favorable y la cohesión en el aula, lo que aumenta la propensión al conflicto entre los compañeros de clase.

Palabras clave: Identidad étnica; clases multinacionales; éxito; éxito social; Logro motivacional.

Introduction

There is a tendency in the modern world to increase multicultural diversity (Phalet, Baysu and Acker, 2015), which is conditioned by the process of migration and resettlement (Coleman, 2015).

In the context of macrosocial transformations of the recent decades, inter-ethnic and intercultural conflicts are aggravating in various countries of the world (Light, 2017).

The relevance of studying the problem of a person's ethnic identity in a multicultural community is determined by the existing contradiction: on the one hand, inter-ethnic communication and a polyethnic environment condition a clearer awareness of own ethnic identity, on the other hand, a polyethnic environment and representatives of other nationalities act as a threat to the ethnic identity. Studies of the ethnic identity of students in multinational schools are of interest in view of the fact that the educational environment has now become the multi-cultural environment of a polyethnic society. Education in a multinational school environment provides equal learning opportunities for all schoolchildren with regard to their national characteristics (Cirik, 2014). The main goal of multicultural education is to provide fair opportunities for all children with different cultural backgrounds (Omar, Che Noh, Hamzah, and Majid, 2015).

In a multi-ethnic society, the school can become a leading institution that promotes cohesion of students of various ethnicities and contributes to formation of the future citizens' intercultural competencies (Contini, 2014).

An increase in multi-ethnic classes in the modern education system builds the school guidelines for improving intergroup relations among students of different nationalities and carrying out work to reduce ethnic prejudices. The solution to these problems is aimed at creating conditions for the successful interaction and cooperation of schoolchildren of different nationalities (Damigella, Licciardello, and Bisicchia, 2014).

Ethnic diversity, in our opinion, should contribute not only to improving interpersonal relations and increasing tolerance among representatives of different ethnic groups and nationalities, but also create equal opportunities for maximum realization in society, achieving respect and recognition of self by other ethnic groups, manifestations of social activity and ensuring favorable status position in the social group.

The younger school age (6-10 years old) is a stage of enculturation, which is characterized by the formation of ethnic identity: awareness of differentiation according to ethnicity, assessment of the ethnic environment, formedness of ethnic self-identification and self-attitude (Buchek, 2012).

Children of younger school age exhibit subtle sensitivity to ethnic affiliation as to something delicate and sometimes difficult. Ethnic affiliation often occurs in relatively tense conditions, children manifest it in specific situations; they study the differences between themselves and children of other ethnic groups (Aukrust and Rydland, 2009).

The problem of success is relevant for conducting scientific research, since success stimulates the personality development and makes it possible to actualize the person's subjective position in the process of familiarization with the values of the society and in personal achievements (Absatova, Ussenova, Kariyev, Tashseva, Karakulova, 2015).

The achievement of social success is influenced by various factors: personal characteristics, relationships with the social environment, achievement motivation, position in the group. Ethnic identity, which can both positively and negatively affect many aspects of social success, can also be considered a factor affecting the achievement of social success.

Protecting one's own ethnicity impedes the achievement of social success, since it is expressed in the manifestation of negative reactions, aggression, hostility, and is

characterized by opposition to the "other", which, in fact, is a manifestation of antisociality (Rakhmatullin, 2013).

The existence of an ethnic border limits social interaction among polyethnic schoolchildren, thereby enhancing stereotype and social distance (Ahmad and Yusof, 2010).

A struggle for equality, recognition is characteristic for the members of ethnic minorities in a society where the majority is dominant. They have less power, lower status, which is conditioned by the presence of prejudice among members of other ethnic groups that make up the majority, and they manifest discrimination against members of ethnic minorities (Zbarauskaitė, Grigutytė and Gailienė, 2015). Studies show that a high level of recognition and popularity among peers was associated with a high central ethnic identity (Rock, Cole, Houshyar, Lythcott, and Prinstein, 2011).

Social success is dealt with in a small number of scientific papers. Thus, Absatova, Ordahanova and Duisenbayeva (2015) understand social success from the standpoint of forming a positive "self-concept", during which the personality is involved in the system of social ties and interactions, resulting in effective socialization and achievement of favorable socially significant statuses.

According to Zbucki (2005), social success is, on the one hand, the mental state of a person, which is characterized by personal satisfaction of his/her position in the social environment, on the other hand, it is the result of human integration into the social environment.

Tugusheva (2006) defines social success as a socio-psychological phenomenon, including evaluative judgments about the effectiveness of the individuals, their socio-psychological activities and behavior in the social space.

Social success of children of primary school age was studied in fragments in foreign and domestic science; however, the social and scientific significance of this problem is obvious. On the one hand, the guidelines of all states are obvious in creating the necessary conditions for the development and achievement of success of an individual in all spheres of life. On the other hand, in the conditions of an increasing tendency to ethnic diversity of students at schools, the question is raised concerning the creation of equal social and educational conditions to achieve social harmony between ethnic groups,

nationalities in classes and school teams, to create equal opportunities for each student as a member of a group, social unit, to manifest social activity, to obtain social results recognized by other significant team members.

At the same time, studies indicate social problems arising in classes with different ethnic/racial composition, which is heterogeneous in the quantitative ratio of students (ethnic minorities and indigenous people) (Becerra, Rivera, Merino, Mansilla, 2015), in terms of national beliefs associated with the predominance and manifestation of ethnic identity (Corenblum and Armstrong, 2012). It is precisely ethnic identity that many researchers believe is a negative factor in the socialization of the individual in classes and small groups. Ethnic identity in a multinational social environment is more focused on achieving individual, personal success, positioning, manifestation, recognition and protection of one's own Self. In this case different negative means and methods are used (threats, intimidation, pressure, competition, discrimination of other ethnic groups) (Brown and Chu, 2012). Achievement of social success, which has a social orientation, implies the achievement of respect, recognition, popularity on the part of the representatives of other ethnic groups and nationalities through the establishment of positive contacts, interaction, communication, and cooperation.

At the stage of enculturation at younger school age, the children learn the language, and master the worldview and behavior inherent in their culture, which results in the formation of their cognitive, emotional and behavioral similarities with the members of this culture and differences from members of other cultures (Buchek, 2012). The prerequisites for the formation of positive social successfulness are typical for the younger school age, they include striving for academic success and achievements, gaining recognition and popularity among peers and others, manifesting social activity, and establishing interpersonal relationships with classmates. The period of children studies at primary school is associated with the emergence of intense relationships with classmates; it is accompanied by experiences that, at this age stage, affect emotional and social development (Demirbağ, Çiçek, Yiğitbaş, Özkan, and Dinçer, 2017).

Social success at the younger school age contributes to and ensures the stability and further positive social development of students

and creates the prerequisites for their transition to a new age stage.

At the younger school age, we cannot talk about achieving social success, since it is possible to achieve specific indicators and outcomes of social success at later age stages (youth, adulthood), but we can talk about social success as a process and an indicator of the dynamics of achieving social success.

In our opinion, social success of younger schoolchildren in polyethnic classes should be understood as a process and an indicator of a schoolchild's positive socialization in a polyethnic environment, which is expressed in the balance between the inner state of satisfaction with one's own ethnic identity and external social activity aimed at establishing positive interpersonal relations with classmates of other ethnic groups, the achievement of a favorable social status in the class and a positive social and psychological state of satisfaction.

The primary hypothesis of our study was the assumption that:

– Ethnic identity of younger students in the multinational classes has a negative impact on social success, which makes it difficult to achieve and implement.

The results of this study can expand and enrich the methods and programs aimed at social adaptation and constructive positive ethnic socialization of younger schoolchildren in a polyethnic environment.

Theoretical Framework

The scientific literature presents diverse and extensive studies on various issues and problems of ethnic identity (Stefanenko, 2009; Alperovich, 2015; Sakhiyeva, Berdibayeva, Shomanbayeva, and Kalkhojayeva, 2014).

Ethnic identity plays a stimulating role in the development of confidence and positive self-esteem in youth, increases student performance at school and ensures overall satisfaction with life (Gartner, Kozlov, and Manuylov, 2014; Mohanty,2013; Umaña-Taylor, O'Donnell, Knight, Roosa, Berkel, and Nair, 2014).

Children begin to recognize ethnic/racial diversity quite early, their attitude toward their own race and other racial groups is formed in the preschool years (Logvinova, 2016). The ethnic composition of schools can also play a definite

role in determining the presence of potential contacts of the representatives of different ethnic groups (Migliorini, Rania, and Cardinali, 2015).

Currently there are various approaches to the definition of success in science: success as a form of public recognition of abilities, talents, geniuses of the individual; success as recognition as being authoritative, significant by others; success as overcoming and self-determination, struggle on the way to realization and self-realization; success as a form of getting enjoyment of the process of achievement (Karabanova and Bukhalenkova, 2016).

Appearance, sporting fitness, behavioral features (responsible, dominant, sincere) are distinguished among the various characteristics of social success (Kiefer and Ryan, 2011).

Hughes, Rodriguez, Smith, Johnson, Stevenson, Spicer (2006) and Murry, Berkel, Brody, Miller and Chen (2009) focused their attention on studying the relationship between racial identity and socialization processes in predominantly American samples of ethnic minorities.

Multilevel analyses showed that classmates' multicultural beliefs were positively related to students' ethnic out-group attitudes, especially for children who felt more accepted by their peers, and negatively to their attitude toward the Dutch in-group (Thijs and Verkuyten, 2013).

While studying the interrelations between the ethnic majority and minority in multi-ethnic classes, foreign researchers note positive attitudes between classmates of different ethnic groups who have sympathy arising for each other (Stark, Mäs, and Flache, 2015).

It was found in the studies of some authors that cooperation is one of the main conditions for achieving success, high performance, and positive interpersonal relationships, in contrast to competitive and individual efforts (Johnson and Johnson, 2015).

The purpose of the research is to establish what impact (contributing to or hindering) is exerted by ethnic identity on the social success of younger students from multinational classes, and to compare social success of younger students of different nationalities.

Methodology

Our study involved 236 primary schoolchildren from grades 2 and 3 with a polyethnic

composition of students in the Lipetsk and Sakhalin Regions. The age of the experiment participants was 8-9 years. The average age of the testees was 8.6, with standard deviation ± 0.4. The polyethnic classes consisted of the following nationalities: the Russians, Armenians, Azerbaijanis, Gypsies, Tatars, Chuvashes, Ukrainians, Koreans, Mordvins, Belarusians, Nivkhs, Ultas, and the Mari people.

The studied aggregate sample included classes whose composition was constant for one year before the start of the study, which testified to the presence of stable interpersonal relationships of the members of this class. Each testee was individually examined. There were no risks and inconveniences associated with participation in the study. The survey of the majority of primary schoolchildren was conducted in the presence of parents and a staff psychologist of the school, who controlled the observance of ethical standards. Written consent was obtained from the younger students' parents who could not be present during the diagnosis. To ensure the confidentiality of the research results, each testee was assigned a code, and the obtained data were entered into a coding table, a sociometric matrix. The study was conducted from January 2018 through May 2018.

The following scheme was used in the course of the experiment. The first block included the diagnosis of ethnic identity of primary school children studying in the multinational classes. To identify ethnic identity, we used the scale questionnaire developed by Romanova (1994). It included 21 statements, and schoolchildren should note the degree of their consent (or disagreement) with them using the scale: 2 – I completely agree; 1 – I rather agree than disagree; 0 – I find it difficult to answer; -1 – I rather disagree than agree; -2 – I completely disagree. Based on the processing and interpretation of the results, the following indicators of ethnic identity were determined: a sense of belonging to one's ethnic group, the importance of nationality, the relationship of the ethnic majority and minority, the use of one or another language.

The second block of the experiment included the diagnosis of schoolchildren's social success by means of three techniques: sociometry (Moreno, 2012) aimed at determining the social status of students in a group of peers; "My Class" questionnaire (Gilbukh, 1989) aimed at determining the degree of satisfaction with school life, proneness to conflict in the class, classmates' cohesion; testing of the motivators of

the individual's socio-psychological activity (Fetiskin, Kozlov and Manuylov, 2002), aimed at identifying tendencies in success achievement, aspiration for power and affiliation.

The methodology of sociometry (Moreno, 2012) was applied individually. Each student from the class was offered to enumerate and write down names of those classmates (limited to 3 choices of classmates) according to the degree of significance and preferences with whom they would like to participate in educational activities and in joint work, be a deskmate and make friends. The student was asked to answer the following three questions: With whom would you like to sit at the same desk most of all? Which classmate would you invite for your birthday party? Which classmate would you choose to complete your teacher's assignment? To make a clearer and more accurate choice, the children were given the following instructions: Which classmate in the very first place did you want to choose, which one will you choose next, and which one will you choose last? Based on the results of the choice made, a sociometric matrix was compiled and the number of choices made in favor of individual group members was calculated, which we divided into the corresponding status groups: the leaders, or "stars" (5 and 6 choices); the preferred (3-4 choices); the neglected (1-2 choices); the isolated (0 choices); micro-groups (groups of children who have chosen each other).

The methodology of "My Class" questionnaire (Gilbukh, 1989) was also applied individually. The questionnaire consisted of 15 statements, divided into three blocks, containing five statements in each: the 1st block referred to the degree of satisfaction with the school life; the 2nd block reflected the degree of proneness to conflict in the class; the 3rd block covered the degree of the class cohesion. The schoolchildren were asked to agree with a specific statement ("Yes") or disagree with it ("No"). A specific grade point was assigned for each agreement/disagreement with the corresponding statement (3, 2, 1). Then, the total grade points were summed up for each block. The maximum score indicated a high degree of satisfaction with school life, proneness to conflict and class cohesion.

For testing of the motivators of the socio-psychological activity of the individual (Fetiskin, Kozlov and Manuylov, 2002) schoolchildren individually filled out a form with 15 statements, which were divided into three blocks identifying such motivators of social success as achievement

of success in general, aspiration for power and the tendency to affiliate (group recognition and respect).A schoolchild was asked to choose a grade point from 5 to 1 for each statement which corresponded to the degree of agreement. The summation of grade points for each block determined the dominant social motive and the level of its formedness.

The third block of the experiment concerned the distribution of primary schoolchildren into two groups of social success (successful, unsuccessful) and the correlation with their ethnic identity.

The fourth block included the determination of the influence of ethnic identity on the social success of younger schoolchildren from the polyethnic classes. Since the distribution of data for the results of all methods turned out to be inconsistent with the normal distribution, the relationship between the structural components of social success and ethnic identity was calculated using the Spearman nonparametric criterion (p).

Statistical data analysis was performed using the IBMSPSS Statistics V22 software package.
The reliability and validity of the results were ensured by the reliability and validity of the applied diagnostic techniques, their compliance with the objectives of the study and the age of the testees, exact adherence to the procedure for conducting diagnostic techniques, testees' sample representativeness, and the applied statistical data processing methods.

Results

In the first block of the experiment, according to the results obtained using the scale questionnaire by O.L. Romanova (1994), a high level of formed sense of belonging to their own ethnic group is characteristic for 73% of younger schoolchildren and 27% of primary school students showed an average level of sense of belonging to their ethnic group. A high level of nationality significance was identified in 78% of the testees. The average level of nationality significance was found in 18% of younger schoolchildren.

The relationships between the ethnic majority and minority for 62% of the respondents were of great importance. And 28% of testees questioned on these issues received 0 points, which indicates the uncertainty of their views or statements concerning this parameter. At the same time 10% of younger schoolchildren recognize the priority of the majority over the minority.

Table 1. Distribution of younger schoolchildren from polyethnic classes by the level of ethnic identity, %, mean value/standard deviation)

Indicators of ethnic identity	High level (is of great significance)	Medium level (is rather significant)	Low level (is of low significance)	Uncertainty (difficult to answer)	Mean value /standard deviation
Sense of belonging to their ethnic group	73% (172)	27% (64)	0%	0%	8.4/4.8
Nationality significance	78 % (184)	18% (43)	4% (9)	0%	12.5/3.5
Significance of the relationship between ethnic majority and minority	62% (146)	10% (24)	0%	28% (66)	5.4/2.1

The second block of the experiment, which was aimed at identifying the sociometric status as one of the indicators of social success using by means of sociometry (J.L. Moreno), revealed the following status categories in the groups (classes) of younger schoolchildren: "stars" (leaders) – 34%; the preferred classmates – 42%; the neglected – 18%; the isolated – 6%; the micro-groups (groups of children who have chosen each other) – 10%. (Figure 1).
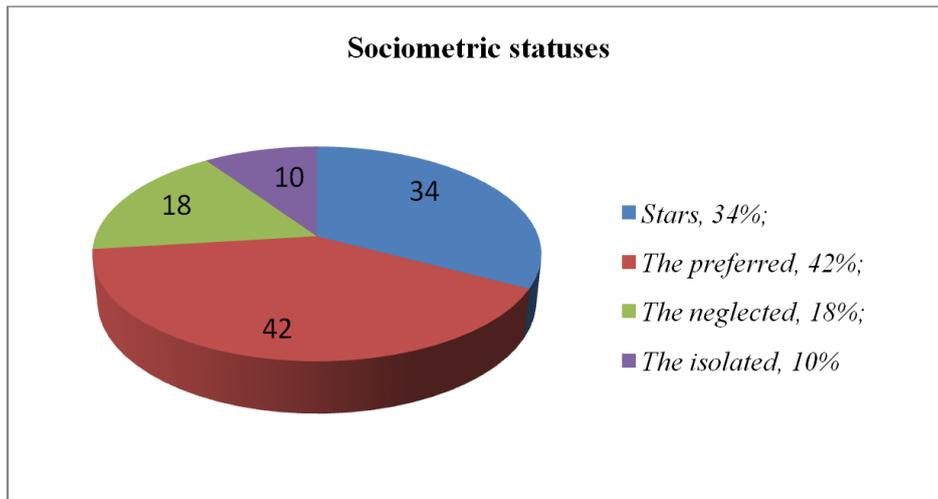
Figure1. Percentage distribution of sociometric statuses of younger schoolchildren in the polyethnic classes

The identification of interpersonal relations in the classroom as an indicator of social success using the "My Class" questionnaire (Gilbukh, 1989) showed a high degree of satisfaction with the school life in 68% of schoolchildren, medium degree –in 21%, and low degree –in 11%. High degree of proneness to conflict in the class was determined in 19% of schoolchildren, medium degree – in 27%, and low degree – in54% of respondents. High class cohesion was found in 36% of schoolchildren, medium degree – in44%, and low degree – in 20% of testees. The results of the "My Class" questionnaire (Gilbukh, 1989) are given in Table 2.

Table 2. Percentage, mean value and standard deviation of the degree of manifestation of satisfaction with the school life, proneness to conflict and class cohesion of younger schoolchildren from the polyethnic classes.

Indicators	Degree of manifestation %			Mean value/standard Deviation
	High	Medium	Low	
satisfaction with the school life	68	21	11	8.3/3.2
proneness to conflict in the class	19	27	54	4.6/1.4
class cohesion	36	44	20	7.4/2.5

The results of testing to identify the motivators of the individual's socio-psychological activity in the younger children from multinational classes (Fetiskin, Kozlov and Manuylov, 2002) are presented in Table 3 and demonstrate the desire for social success, expressed in manifestation of needs of success, aspiration for power, a tendency to affiliate.

Table 3. Distribution of the levels of formedness, mean value and standard deviation of motivation needs in socio-psychological activity of younger schoolchildren in the polyethnic classes

Needs	Level of formedness %			Mean value/standard Deviation
	High	Medium	Low	
Achievement of success in general,	55	28	17	13.3/4.1
Aspiration for power	23	46	31	10.2/3.5
Tendency to affiliate (to experience group recognition and respect)	56	29	15	12.4/2.6

The results of the second block of the experiment allowed us to divide the younger schoolchildren from multinational classes into two groups: socially successful and socially unsuccessful students. We ranked the schoolchildren with favorable sociometric statuses ("stars", the preferred classmates), with a high and medium degree of satisfaction with the school life, a low degree of proneness to conflict, a high and medium degree of class cohesion, a high and medium level of success achievement and the tendency to affiliate, high and medium aspiration for power as socially successful students. We identified 66% of such students (n=156).

The group of socially unsuccessful students (34%, n=80) included schoolchildren with unfavorable sociometric statuses (the neglected and isolated classmates), with a low degree of satisfaction with the school life, a high and medium degree of proneness to conflict, a low degree of class cohesion, low level of success achievement and tendency to affiliate, low level of aspiration for power.
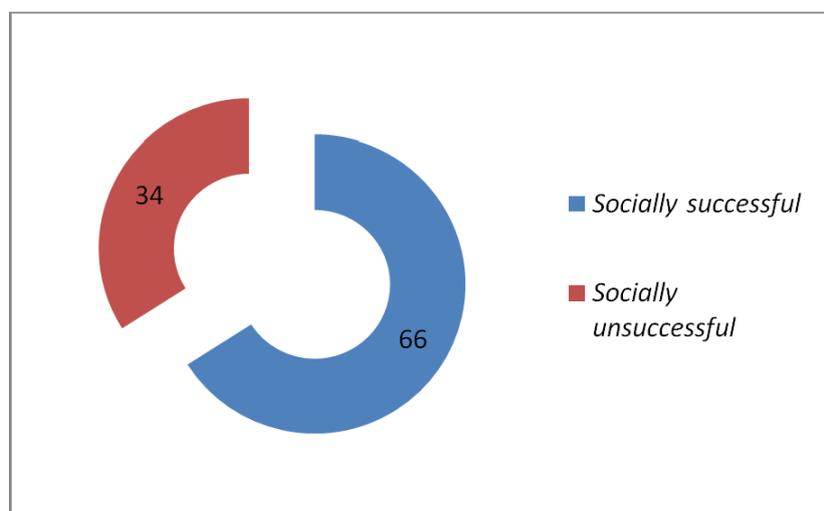

Figure2. Division of younger schoolchildren from the polyethnic classes into socially successful and socially unsuccessful persons

The results of mutual correlations of the indicators of ethnic identity and social success of younger schoolchildren from the polyethnic classes given in Table 4 enable to identify certain peculiarities.

Table 4. Matrix of mutual correlations of the indicators of ethnic identity and social success of younger schoolchildren from the polyethnic classes

Indicators of ethnic identity	Indicators of social success						
	sociometric status in the class	satisfaction with the school life	proneness to conflict in the class	class cohesion	achievement of success in general	aspiration for power	tendency to affiliate (to experience group recognition and respect)
Sense of belonging to their ethnic group	-0.14	-	+0.2	-0.18	-	+0.21	+0.34
Nationality significance	-0.24	-	+0.19	-0.2	-	+0.18	+0.22
Significance of the relationship between ethnic majority and minority	-0.15	-	+0.14	-0.18	-	+0.16	+0.14

Note ** $p<0.01$, * $p<0.05$.

Thus, the study revealed the absence of correlation between ethnic identity and satisfaction with the school life and success achievement in general. We assume that the absence of these connections is explained by the influence of various external (e.g., teacher, academic achievements, etc.) and internal factors (educational motivation, level of intelligence, ability).

At the same time, a moderate positive correlation was established between ethnic identity and proneness to conflict in the class, aspiration for power, and affiliation. A negative relationship was found between ethnic identity and two indicators of social success –the sociometric status and class cohesion.

Younger students with a high level of ethnic identity (a sense of belonging to an ethnic group) show a high level of tendency to affiliate (group recognition and respect), demonstrate a high degree of proneness to conflict, and a high degree of aspiration for power.

The results of our experiment led to the conclusion about a partial confirmation of our hypothesis.

Discussion

The high and medium levels of ethnic identity that we have identified in younger schoolchildren of the polyethnic classes prove and confirm that children aged 6-10 years are characterized by an understanding of ethnicity and race similar to that of adults, and a focus on ethnic identity (Caroli, Falanga, Sagone, 2013).

Our data, according to which schoolers of other nationalities (foreigners) can occupy both the highest and the lowest sociometric positions, correlate with the results presented by Braun, Braunová, Brummer, and Dovec (2015).

At the same time, we found a high degree of proneness to conflict in schoolchildren of different nationalities studying in the polyethnic classes.

Against the background of high proneness to conflict in schoolchildren of various nationalities, the medium degree of class cohesion looks natural, which is not a positive indicator of social success.

Our experiment revealed a high level of success achievement in general by younger schoolchildren of polyethnic classes. These data are correlated with the research results that confirm the possibility of school success by migrant students (Machovcová, 2017), the relationship between ethnicity and early school success (Moon, Hegar, Page, 2009).

The revealed negative correlations between the ethnic identity of younger schoolchildren and their position in the classmate group confirm the results presented in a study by Ahmad and Yusof (2010), according to which belonging to an ethnic group can limit their status and popularity.

Our understanding is that the high sociometric status of students of different nationalities is ensured rather by other features necessary and valuable for friendship, interaction, joint educational and extracurricular activities (involvement, empathy, tolerance, academic achievements, etc.) than by their ethnicity and ethnic characteristics.

The established positive correlative relationships between ethnic identity and proneness to conflict, as well as negative relationships with cohesion in a group are described in studies by Boda and Néray (2015), where it was shown that in a class with a polyethnic composition of schoolchildren, ethnicity affects the relations with classmates in different ways, in particular, this referred to a less likelihood of interethnic friendships in a group of students of different nationalities, and negative relationship between social cohesion and ethnic diversity (Schaeffer, 2013).

The available positive relationship between ethnic identity and proneness to conflict of younger schoolchildren of the polyethnic classes is an indicator that a high degree of national identity makes it difficult to form positive relations with the immediate social environment as a criterion of social success.

As our experiment demonstrated, schoolchildren perceive representatives of other ethnic groups as "others" who somehow differ from them. In the multinational classes, the violence and bullying over peers may be caused by their nationality, and the increase in interethnic and intra-ethnic bullying is directly proportional to ethnic diversity (Tolsma, Deurzen, Stark, and Veenstra, 2013).

A positive relationship between ethnic identity and aspiration for power is explained by the fact that the predominance of inter- and intra-ethnic authoritarianism as a manifestation of power depends on the level of ethnic diversity in the class. Power cannot contribute to the achievement of social success, as it enhances proneness to conflict and separation.

A negative relationship between ethnicity and cohesion of schoolchildren in the multinational class that we revealed is explained by the following reasons: rivalry arises between students of different ethnic identities because of the preference of their ethnic group, which disunites them.

It can be stated that a high level of ethnic identity makes it more difficult to achieve the social success by younger schoolchildren in polyethnic and national groups.

We identified a certain imbalance between social success and ethnic identity – a shift towards high ethnic identity impedes social success, and vice versa, achieving social success and striving for social cohesion can lead to social identity and loss of ethnic identity.

Conclusions

The research results showed a high degree of ethnic identity in younger schoolchildren, as well as a certain degree of manifestation and level of formedness of the relevant indicators of social success.

The revealed correlative relationships show the interrelations between ethnic identity only with certain aspects of social success, namely: positive relations with communications with classmates (proneness to conflict), with group recognition and respect of society (affiliation), the desire to approve oneself in a group (aspiration for power); as well as negative relations with the position in the group (sociometric status), with communications with classmates (class cohesion). The correlation analysis showed a lack of relationship between the ethnic identity of younger schoolchildren of the polyethnic classes and the achievement of success and satisfaction with their school life.

This research showed that, on the one hand, ethnic identity provokes proneness to conflict, prevents class cohesion, strengthens aspiration for power, makes it difficult to achieve a favorable sociometric status, and on the other hand, activates affiliation. The revealed relationships indicate that these aspects should be studied more thoroughly and the work of teachers should be strengthened to develop intercultural interaction and communication in younger schoolchildren studying in multinational classes, to form a tolerant attitude towards the representatives of other ethnic groups should be formed, and to provide understanding of the ways and means of achieving social success.

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