

**Ethnic Identity- Phinney**  
**Grade 7/ Year8**  
**Fast Track Project Technical Report**  
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**October 15, 2002**

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**Citation**

*Instrument*

Phinney, J.S. (1992). The multigroup ethnic identity measure: A new scale for use with diverse groups. *Journal of Adolescent Research*, 7(2), 156-176.

Adolescent Pathways Project (1994). Pennsylvania State University.

*Report*

Nicholson, M.J. (2002). *Ethnic Identity-Phinney (Technical Report) [On-line]*. Available: <http://www.fasttrackproject.org/>.

**Data Sources**

Raw: C8AF

Scored: EIP8

**I. Scale Description**

Ethnic Identity-Phinney (Adolescent Pathways Project, 1994) is a 9-item scale adapted from a measure developed by Jean S. Phinney (1992). It assesses participants' feelings about the ethnic identity group with which they identify. The scale includes three factors: exploration, group-esteem, and ambivalent (confusion or discontent regarding ethnicity) ethnic attitudes.

**II. Report Sample**

Primary analyses were conducted with the participants in Cohort1 year 8 (7<sup>th</sup> grade; the first year the measure was administered) including both the normative (n=339) and high-risk control (n=139, overlap is 71) samples. Total N=407, treatment youth were not included. The racial composition for the sample was as follows: 182 (normative = 152) African American, 4 Hispanic, 1 Native American, 9 Other, and 211 (Normative=175)

Caucasian. 22 participants were missing responses for the entire scale, including 16 African American, 2 Hispanic, and 4 Caucasian participants. Fourteen were from the normative sample and 8 were high-risk participants. The non-respondents included 4 participants from the Durham site, 9 participants from Nashville, 0 participants from Pennsylvania, and 9 participants from Seattle.

**III. Scaling**

Scoring procedures to create scales for the Fast Track data were mostly derived from the work of Jean S. Phinney that was included in the Adolescent Pathways Project (1994) at Pennsylvania State University. The variable names were changed to match the Fast Track format.

The items in this instrument can be grouped to assess three different constructs of teen ethnic identity. The Exploration of Ethnic Attitudes (Explore) scale assesses an adolescent’s active interest in his or her ethnic background. It consists of 4 items (3, 6, 7,8). The Group Esteem (Esteem) measure consists of 3 items (1,2,5) and reflects positive attitudes toward one’s ethnic group. The Ambivalent Ethnic Attitudes (Ambivalent) construct includes 2 items about discontent with one’s ethnic group or confusion about ethnic identity. Items 4 and 9 comprise this subscale. Internal consistency of the scales across ethnic groups were as follows:

<u>Ethnic Group</u>	<u>Explore</u>	<u>Esteem</u>	<u>Ambivalent</u>	<u>Full Scale</u>
African American	.61	.49	.47	.63
Hispanic	.89	.94	N/A	.97 (items 1,2,3,5,8)
Other	.89	.81	N/A	.80 (items 1-8)
Caucasian	.77	.59	.16	.72
Native American	N/A	N/A	N/A	N/A
Total Sample	.75	.58	.34	.71

**IV. Differences Between Groups**

Scanning for significant differences at the .05 level, differences between the high-risk control sample and the non-high-risk normative sample (groups were formed by kindergarten data) were assessed. T-tests were used to determine group differences for all scales and items within ethnic groups and for the total sample.

Analysis of items within racial groups revealed that normative African American youth were significantly more likely than their high-risk counterparts to (1) discuss how race/ethnicity affects their life and (2) indicate that their elders taught them about their racial/ethnic background. Moreover, normative African American kids were significantly less likely to report a preference for belonging to another racial/ethnic group.

No significant differences were found for other ethnic groups, the total sample, neither on the full measure, subscales, nor the remaining item analyses.

**African American Youth**

	<b>Normative Mean</b>	<b>Normative Std. Dev.</b>	<b>High Risk Control Mean</b>	<b>High Risk Control Std. Dev.</b>	<b>DF</b>	<b>T-Value</b>	<b>Sig. (2-tailed)</b>
<b>Raise Child to be Aware of Own Culture</b>	3.68	.62	3.56	.68	164	1.19	.24
<b>I Feel Good About Being in My R/E Group</b>	3.70	.66	3.68	.54	164	.22	.83
<b>Talk About R/E Group &amp; Affects Our Lives</b>	2.65	1.00	2.22	1.00	164	2.60	.01
<b>Confused Abt R/E Group &amp; Meaning to Me</b>	1.93	1.08	2.05	1.02	164	-0.67	.50
<b>Comfortable Among Own Group &amp; One Other</b>	3.44	.79	3.24	.88	164	1.51	.13
<b>Talk w Elders-Meaning of Being R/E Membe</b>	2.56	1.13	2.60	1.17	164	-0.26	.80
<b>How Being Member Affects Future Goals</b>	2.50	1.10	2.50	1.14	164	0.14	.90
<b>Elders Taught Me About My R/E Background</b>	3.42	.83	3.03	.99	164	2.64	.01
<b>Prefer to Belong to Another R/E Group</b>	1.26	.69	1.55	.86	164	-2.39	.02
<b>Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8</b>	2.78	.69	2.58	.75	164	1.70	.09
<b>Phinney- Group Esteem, Items 1,2,5</b>	3.60	.48	3.49	.52	164	1.44	.15
<b>Phinney- Ambivalence Items 4,9</b>	1.60	.71	1.80	.82	164	-1.69	.09
<b>Phinney- Total Scale</b>	2.80	.44	2.71	.50	164	1.07	.28

**“Other” Youth**

	<b>Normative Mean</b>	<b>Normative Std. Dev.</b>	<b>High Risk Control Mean</b>	<b>High Risk Control Std. Dev.</b>	<b>DF</b>	<b>T-Value</b>	<b>Sig. (2-tailed)</b>
<b>Raise Child to be Aware of Own Culture</b>	3.43	.54	4.00	.00	7	-1.44	.19
<b>I Feel Good About Being in My R/E Group</b>	3.71	.49	4.00	.00	7	-0.789	.46
<b>Talk About R/E Group &amp; Affects Our Lives</b>	2.86	.90	3.50	.71	7	-0.92	.39
<b>Confused Abt R/E Group &amp; Meaning to Me</b>	1.57	.79	0.00	1.41	7	-0.59	.58
<b>Comfortable Among Own Group &amp; One Other</b>	3.00	.82	4.00	.00	7	-1.65	.14
<b>Talk w Elders-Meaning of Being R/E Membe</b>	3.14	.90	3.00	.00	7	.02	.84
<b>How Being Member Affects Future Goals</b>	2.71	.95	3.00	.000	7	-0.41	.70
<b>Elders Taught Me About My R/E Background</b>	3.29	.76	4.00	.00	7	-1.27	.24
<b>Prefer to Belong to Another R/E Group</b>	1.00	0.00	1.00	0.00	N/A	N/A	N/A
<b>Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8</b>	3.00	.78	3.38	.18	7	-0.65	.54
<b>Phinney- Group Esteem, Items 1,2,5</b>	3.38	.52	4.00	.00	7	-1.59	.16
<b>Phinney- Ambivalence Items 4,9</b>	1.29	.39	1.50	.71	7	-0.59	.57
<b>Phinney- Total Scale</b>	2.75	.45	3.12	.01	7	-1.26	.25

## Caucasian Youth

	Normative Mean	Normative Std. Dev.	High Risk Control Mean	High Risk Control Std. Dev.	DF	T-Value	Sig. (2-tailed)
Raise Child to be Aware of Own Culture	3.32	.82	3.30	.83	205	0.23	.82
I Feel Good About Being in My R/E Group	3.57	.60	3.56	.65	205	0.03	.98
Talk About R/E Group & Affects Our Lives	1.94	.93	1.92	.97	205	0.19	.85
Confused Abt R/E Group & Meaning to Me	1.74	.90	1.79	.92	205	-0.35	.73
Comfortable Among Own Group & One Other	3.17	.93	3.25	.75	205	-0.66	.51
Talk w Elders-Meaning of Being R/E Membe	2.10	.94	2.27	1.01	205	-1.17	.25
How Being Member Affects Future Goals	1.98	.86	2.03	1.08	205	-0.36	.72
Elders Taught Me About My R/E Background	2.63	.95	2.58	1.14	205	0.36	.71
Prefer to Belong to Another R/E Group	1.31	.59	1.30	.60	205	0.15	.88
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	2.16	.70	2.20	.84	205	-0.31	.76
Phinney- Group Esteem, Items 1,2,5	3.35	.59	3.37	.55	205	-0.21	.83
Phinney- Ambivalence Items 4,9	1.53	.58	1.54	.54	205	-0.20	.84
Phinney- Total Scale	2.42	.46	2.44	.53	205	-0.35	.73

## Total Sample

	Normative Mean	Normative Std. Dev.	High Risk Control Mean	High Risk Control Std. Dev.	DF	T-Value	Sig. (2-tailed)
Raise Child to be Aware of Own Culture	3.48	.75	3.42	.77	383	0.69	.49
I Feel Good About Being in My R/E Group	3.62	.63	3.62	.60	383	0.06	.96
Talk About R/E Group & Affects Our Lives	2.28	1.02	2.08	1.00	383	1.82	.07
Confused Abt R/E Group & Meaning to Me	1.82	.98	1.91	.99	383	-0.81	.42
Comfortable Among Own Group & One Other	3.28	.88	3.26	.81	383	0.22	.83
Talk w Elders-Meaning of Being R/E Membe	2.32	1.05	2.43	1.09	383	-0.92	.36
How Being Member Affects Future Goals	2.22	1.00	2.24	1.12	383	-0.18	.86
Elders Taught Me About My R/E Background	2.99	.97	2.80	1.10	383	1.75	.08
Prefer to Belong to Another R/E Group	1.28	.63	1.40	.73	383	-1.75	.08
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	2.45	.76	2.39	.82	383	.079	.43
Phinney- Group Esteem, Items 1,2,5	3.46	.56	3.43	.54	383	.45	.65
Phinney- Ambivalence Items 4,9	1.55	.63	1.66	.69	383	-1.501	.13
Phinney- Total Scale	2.59	.48	2.57	.53	383	0.28	.78

### V. Recommendations for Use

All of the factors, items and subscales identified here may be used with the African American youth. Given the low coefficient alpha for the Ambivalent subscale among Caucasian youth and for the total sample, this subscale should not be used with these groups. Nevertheless, the other two subscales (Esteem and Exploration) and the total measure may be used. Given their small sample sizes, it is not advisable to conduct analyses by ethnic group with youth who identify themselves as Hispanic, Native American, or Other.

## VI. Item and Scale Means and SD

### African American Normative Sample

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Dev.</b>
Raise Child to be Aware of Own Culture	108	1.00	4.00	3.68	.62
I Feel Good About Being in My R/E Group	108	1.00	4.00	3.70	.66
Talk About R/E Group & Affects Our Lives	108	1.00	4.00	2.65	1.00
Confused Abt R/E Group & Meaning to Me	108	1.00	4.00	1.93	1.08
Comfortable Among Own Group & One Other	108	1.00	4.00	3.44	.79
Talk w Elders-Meaning of Being R/E Membe	108	1.00	4.00	2.56	1.13
How Being Member Affects Future Goals	108	1.00	4.00	2.50	1.10
Elders Taught Me About My R/E Background	108	1.00	4.00	3.42	.83
Prefer to Belong to Another R/E Group	108	1.00	4.00	1.26	.69
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	108	1.00	4.00	2.78	.69
Phinney- Group Esteem, Items 1,2,5	108	2.33	4.00	3.60	.48
Phinney- Ambivalence Items 4,9	108	1.00	4.00	1.60	.71
Phinney- Total Scale	108	1.67	3.78	2.79	.44

### African American High-Risk Control

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Dev</b>
Raise Child to be Aware of Own Culture	58	2.00	4.00	3.55	.68
I Feel Good About Being in My R/E Group	58	2.00	4.00	3.67	.54
Talk About R/E Group & Affects Our Lives	58	1.00	4.00	2.22	1.00
Confused Abt R/E Group & Meaning to Me	58	1.00	4.00	2.05	1.02
Comfortable Among Own Group & One Other	58	1.00	4.00	3.24	.88
Talk w Elders-Meaning of Being R/E Membe	58	1.00	4.00	2.60	1.17
How Being Member Affects Future Goals	58	1.00	4.00	2.47	1.14
Elders Taught Me About My R/E Background	58	1.00	4.00	3.03	.99
Prefer to Belong to Another R/E Group	58	1.00	4.00	1.55	.86
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	58	1.00	4.00	2.58	.75
Phinney- Group Esteem, Items 1,2,5	58	2.00	4.00	3.49	.52
Phinney- Ambivalence Items 4,9	58	1.00	4.00	1.80	.82
Phinney- Total Scale	58	1.78	4.00	2.71	.50

### Hispanic Normative Sample

	N	Minimum	Maximum	Normative Mean	Normative Std. Dev.
Raise Child to be Aware of Own Culture	2	4.00	4.00	4.00	.
I Feel Good About Being in My R/E Group	2	4.00	4.00	4.00	.
Talk About R/E Group & Affects Our Lives	2	3.00	4.00	3.50	.71
Confused Abt R/E Group & Meaning to Me	2	1.00	3.00	2.00	1.41
Comfortable Among Own Group & One Other	2	4.00	4.00	4.00	.
Talk w Elders-Meaning of Being R/E Membe	2	3.00	3.00	3.00	.
How Being Member Affects Future Goals	2	3.00	3.00	3.00	.
Elders Taught Me About My R/E Background	2	4.00	4.00	4.00	.
Prefer to Belong to Another R/E Group	2	1.00	1.00	1.00	.
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	2	3.25	3.50	3.38	.18
Phinney- Group Esteem, Items 1,2,5	2	4.00	4.00	4.00	.
Phinney- Ambivalence Items 4,9	2	1.00	2.00	1.50	.71
Phinney- Total Scale	2	2.22	3.00	2.61	.55

### Native American Normative

	N	Minimum	Maximum	Normative Mean	Normative Std. Dev.
Raise Child to be Aware of Own Culture	1	3.00	3.00	3.00	.
I Feel Good About Being in My R/E Group	1	3.00	3.00	3.00	.
Talk About R/E Group & Affects Our Lives	1	2.00	2.00	2.00	.
Confused Abt R/E Group & Meaning to Me	1	2.00	2.00	2.00	.
Comfortable Among Own Group & One Other	1	3.00	3.00	3.00	.
Talk w Elders-Meaning of Being R/E Membe	1	2.00	2.00	2.00	.
How Being Member Affects Future Goals	1	2.00	2.00	2.00	.
Elders Taught Me About My R/E Background	1	3.00	3.00	3.00	.
Prefer to Belong to Another R/E Group	1	2.00	2.00	2.00	.
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	1	2.25	2.25	2.25	.
Phinney- Group Esteem, Items 1,2,5	1	3.00	3.00	3.00	.
Phinney- Ambivalence Items 4,9	1	2.00	2.00	2.00	.
Phinney- Total Scale	1	2.44	2.44	2.44	.



**Other Normative**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Normative Mean</b>	<b>Normative Std. Dev.</b>
Raise Child to be Aware of Own Culture	7	3.00	4.00	3.43	.54
I Feel Good About Being in My R/E Group	7	3.00	4.00	3.71	.49
Talk About R/E Group & Affects Our Lives	7	2.00	4.00	2.86	.90
Confused Abt R/E Group & Meaning to Me	7	1.00	3.00	1.57	.79
Comfortable Among Own Group & One Other	7	2.00	4.00	3.00	.82
Talk w Elders-Meaning of Being R/E Membe	7	2.00	4.00	3.14	.90
How Being Member Affects Future Goals	7	2.00	4.00	2.71	.95
Elders Taught Me About My R/E Background	7	2.00	4.00	3.29	.76
Prefer to Belong to Another R/E Group	7	1.00	1.00	1.00	0.00
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	7	2.00	4.00	3.00	.78
Phinney- Group Esteem, Items 1,2,5	7	2.67	4.00	3.38	.52
Phinney- Ambivalence Items 4,9	7	1.00	2.00	1.29	.39
Phinney- Total Scale	7	2.22	3.33	2.75	.45

**Other High risk control**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Dev.</b>
Raise Child to be Aware of Own Culture	2	4.00	4.00	4.00	.00
I Feel Good About Being in My R/E Group	2	4.00	4.00	4.00	.00
Talk About R/E Group & Affects Our Lives	2	3.00	4.00	3.50	.71
Confused Abt R/E Group & Meaning to Me	2	1.00	3.00	0.00	1.41
Comfortable Among Own Group & One Other	2	4.00	4.00	4.00	.00
Talk w Elders-Meaning of Being R/E Membe	2	3.00	3.00	3.00	.00
How Being Member Affects Future Goals	2	3.00	3.00	3.00	.00
Elders Taught Me About My R/E Background	2	4.00	4.00	4.00	.00
Prefer to Belong to Another R/E Group	2	1.00	1.00	1.00	0.00
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	2	3.25	3.50	3.38	.18
Phinney- Group Esteem, Items 1,2,5	2	4.00	4.00	4.00	.00
Phinney- Ambivalence Items 4,9	2	1.00	2.00	1.50	.71
Phinney- Total Scale	2	3.11	3.22	3.17	.07

### Caucasian Normative

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Dev.</b>
Raise Child to be Aware of Own Culture	136	1.00	4.00	3.32	.82
I Feel Good About Being in My R/E Group	136	1.00	4.00	3.57	.60
Talk About R/E Group & Affects Our Lives	136	1.00	4.00	1.94	.93
Confused Abt R/E Group & Meaning to Me	136	1.00	4.00	1.74	.90
Comfortable Among Own Group & One Other	136	1.00	4.00	3.17	.93
Talk w Elders-Meaning of Being R/E Membe	136	1.00	4.00	2.10	.94
How Being Member Affects Future Goals	136	1.00	4.00	1.98	.86
Elders Taught Me About My R/E Background	136	1.00	4.00	2.63	.95
Prefer to Belong to Another R/E Group	136	1.00	4.00	1.31	.59
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	136	1.00	3.75	2.16	.70
Phinney- Group Esteem, Items 1,2,5	136	1.33	4.00	3.35	.59
Phinney- Ambivalence Items 4,9	136	1.00	3.50	1.53	.58
Phinney- Total Scale	136	1.11	3.56	2.44	.53

### Caucasian High risk control

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Dev.</b>
Raise Child to be Aware of Own Culture	71	1.00	4.00	3.30	.83
I Feel Good About Being in My R/E Group	71	1.00	4.00	3.56	.65
Talk About R/E Group & Affects Our Lives	71	1.00	4.00	1.92	.97
Confused Abt R/E Group & Meaning to Me	71	1.00	4.00	1.79	.92
Comfortable Among Own Group & One Other	71	1.00	4.00	3.25	.75
Talk w Elders-Meaning of Being R/E Membe	71	1.00	4.00	2.27	1.01
How Being Member Affects Future Goals	71	1.00	4.00	2.03	1.08
Elders Taught Me About My R/E Background	71	1.00	4.00	2.58	1.14
Prefer to Belong to Another R/E Group	71	1.00	4.00	1.30	.60
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	71	1.00	4.00	2.20	.84
Phinney- Group Esteem, Items 1,2,5	71	1.67	4.00	3.37	.55
Phinney- Ambivalence Items 4,9	71	1.00	2.50	1.54	.54
Phinney- Total Scale	71	1.00	4.00	2.44	.53

**Total Normative**

Item/Scale	N	Minimum	Maximum	Mean	Std. Deviation
Raise Child to be Aware of Own Culture	254	1.00	4.00	3.48	.75
I Feel Good About Being in My R/E Group	254	1.00	4.00	3.62	.63
Talk About R/E Group & Affects Our Lives	254	1.00	4.00	2.28	1.02
Confused Abt R/E Group & Meaning to Me	254	1.00	4.00	1.82	.98
Comfortable Among Own Group & One Other	254	1.00	4.00	3.28	.88
Talk w Elders-Meaning of Being R/E Membe	254	1.00	4.00	2.32	1.05
How Being Member Affects Future Goals	254	1.00	4.00	2.22	1.00
Elders Taught Me About My R/E Background	254	1.00	4.00	2.99	.97
Prefer to Belong to Another R/E Group	254	1.00	4.00	1.28	.63
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	254	1.00	4.00	2.45	.76
Phinney-Group Esteem, Items 1,2,5	254	1.33	4.00	3.46	.56
Phinney-Ambivalence Items, 4,9	254	1.00	4.00	1.55	.63
Phinney Total	254	1.11	3.78	2.59	.48

## Total High Risk

### Descriptive Statistics

Item/Scale	N	Minimum	Maximum	Mean	Std. Deviation
Raise Child to be Aware of Own Culture	131	1.00	4.00	3.42	.77
I Feel Good About Being in My R/E Group	131	1.00	4.00	3.62	.60
Talk About R/E Group & Affects Our Lives	131	1.00	4.00	2.08	1.00
Confused Abt R/E Group & Meaning to Me	131	1.00	4.00	1.91	.99
Comfortable Among Own Group & One Other	131	1.00	4.00	3.26	.81
Talk w Elders-Meaning of Being R/E Membe	131	1.00	4.00	2.43	1.09
How Being Member Affects Future Goals	131	1.00	4.00	2.24	1.12
Elders Taught Me About My R/E Background	131	1.00	4.00	2.80	1.10
Prefer to Belong to Another R/E Group	131	1.00	4.00	1.40	.73
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	131	1.00	4.00	2.39	.82
Phinney-Group Esteem, Items 1,2,5	131	1.67	4.00	3.43	.54
Phinney-Ambivalence Items, 4,9	131	1.00	4.00	1.66	.69
Phinney Total	131	1.22	4.00	2.57	.53

## VI. Scale Correlations

### African American Sample

#### Correlations

		Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Phinney-Group Esteem, Items 1,2,5	Phinney- Ambivalence Items, 4,9	Phinney Total
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Pearson Correlation Sig. (2-tailed)	1.00 .	.38 .00	.20 .01	.90 .00
Phinney-Group Esteem, Items 1,2,5	Pearson Correlation Sig. (2-tailed)	.38 .00	1.00 .	-.08 .29	.59 .00
Phinney-Ambivalence Items, 4,9	Pearson Correlation Sig. (2-tailed)	.20 .01	-.08 .29	1.00 .	.47 .00
Phinney Total	Pearson Correlation Sig. (2-tailed)	.90 .00	.59 .00	.47 .00	1.00 .

## Caucasian Sample

Correlations<sup>a</sup>

		Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Phinney- Group Esteem, Items 1,2,5	Phinney- Ambivalence Items, 4,9	Phinney Total
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Pearson Correlation	1.00	.46	.20	.93
	Sig. (2-tailed)	.	.00	.00	.00
Phinney-Group Esteem, Items 1,2,5	Pearson Correlation	.46	1.00	-.17	.68
	Sig. (2-tailed)	.00	.	.01	.00
Phinney-Ambivalence Items, 4,9	Pearson Correlation	.20	-.17	1.00	.33
	Sig. (2-tailed)	.00	.01	.	.00
Phinney Total	Pearson Correlation	.93	.68	.33	1.00
	Sig. (2-tailed)	.00	.00	.00	.

a. Racial/Ethnic Group = W

## Total Sample

Correlations

		Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Phinney- Group Esteem, Items 1,2,5	Phinney- Ambivalence Items, 4,9	Phinney Total
Phinney- Exploration of Ethnic Attitudes, Items 3,6,7,8	Pearson Correlation	1.00	.47	.20	.93
	Sig. (2-tailed)	.	.00	.00	.00
Phinney-Group Esteem, Items 1,2,5	Pearson Correlation	.47	1.00	-.11	.66
	Sig. (2-tailed)	.00	.	.03	.00
Phinney-Ambivalence Items, 4,9	Pearson Correlation	.20	-.11	1.00	.39
	Sig. (2-tailed)	.00	.03	.	.00
Phinney Total	Pearson Correlation	.93	.66	.39	1.00
	Sig. (2-tailed)	.00	.00	.00	.

**Item Correlations**

<b>Variables</b>		<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>	<b>11.</b>	<b>12.</b>	<b>13.</b>
<b>1. Raise Child to be Aware of Own Culture</b>	Pearson Correlation	1.00	.46	.35	-.02	.27	.31	.29	.40	-.02	.45	.77	-.03	.59
	Sig. (2-tailed)	.	.00	.00	.64	.00	.00	.00	.00	.71	.00	.00	.58	.00
<b>2. I Feel Good About Being in My R/E Group</b>	Pearson Correlation	.46	1.00	.26	-.07	.26	.15	.12	.35	-.04	.29	.72	-.07	.45
	Sig. (2-tailed)	.00	.	.00	.19	.00	.00	.02	.00	.39	.00	.00	.15	.00
<b>3. Talk About R/E Group &amp; Affects Our Lives</b>	Pearson Correlation	.35	.26	1.00	.17	.23	.50	.44	.48	.08	.80	.37	.17	.74
	Sig. (2-tailed)	.00	.00	.	.00	.00	.00	.00	.00	.11	.00	.00	.00	.00
<b>4. Confused Abt R/E Group &amp; Meaning to Me</b>	Pearson Correlation	-.02	-.07	.17	1.00	-.15	.15	.22	-.02	.22	.17	-.11	.87	.33
	Sig. (2-tailed)	.64	.19	.00	.	.00	.00	.00	.68	.00	.00	.03	.00	.00
<b>5. Comfortable Among Own Group &amp; One Other</b>	Pearson Correlation	.27	.26	.23	-.15	1.00	.19	.20	.27	-.06	.30	.74	-.14	.44
	Sig. (2-tailed)	.00	.00	.00	.00	.	.00	.00	.00	.25	.00	.00	.00	.00
<b>6. Talk w Elders- Meaning of Being R/E Membe</b>	Pearson Correlation	.31	.15	.50	.15	.19	1.00	.33	.41	.11	.75	.30	.17	.68
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.	.00	.00	.03	.00	.00	.00	.00
<b>7. How Being Member Affects Future Goals</b>	Pearson Correlation	.29	.12	.44	.22	.20	.33	1.00	.39	.14	.72	.28	.24	.67
	Sig. (2-tailed)	.00	.02	.00	.00	.00	.00	.	.00	.01	.00	.00	.00	.00

<b>Variables</b>		<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>	<b>11.</b>	<b>12.</b>	<b>13.</b>
<b>8. Elders Taught Me About My R/E Background</b>	Pearson Correlation	.40	.35	.48	-.02	.27	.41	.39	1.00	.06	.75	.46	.02	.70
	Sig. (2-tailed)	.00	.00	.00	.68	.00	.00	.00	.	.23	.00	.00	.76	.00
<b>9. Prefer to Belong to Another R/E Group</b>	Pearson Correlation	-.02	-.04	.08	.22	-.06	.11	.14	.06	1.00	.13	-.06	.68	.27
	Sig. (2-tailed)	.71	.39	.11	.00	.25	.03	.01	.23	.	.00	.28	.00	.00
<b>10. Phinney-Exploration of Ethnic Attitudes, Items 3,6,7,8</b>	Pearson Correlation	.45	.29	.80	.17	.30	.75	.72	.75	.13	1.00	.47	.20	.93
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00	.01	.	.00	.00	.00
<b>11. Phinney-Group Esteem, Items 1,2,5</b>	Pearson Correlation	.77	.72	.37	-.11	.74	.30	.28	.46	-.06	.47	1.00	-.11	.66
	Sig. (2-tailed)	.00	.00	.00	.03	.00	.00	.00	.00	.28	.00	.	.03	.00
<b>12. Phinney-Ambivalence Items, 4,9</b>	Pearson Correlation	-.03	-.07	.17	.87	-.14	.17	.24	.02	.68	.20	-.11	1.00	.39
	Sig. (2-tailed)	.58	.15	.00	.00	.01	.00	.00	.76	.00	.00	.03	.	.00
<b>13. Phinney Total</b>	Pearson Correlation	.59	.45	.74	.33	.44	.68	.67	.70	.27	.93	.66	.39	1.00
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.