LATINX WHITE OR LATINX OTHER: PEER SOCIALIZATION ON SELF-IDENTIFIED RACE
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ABSTRACT

THESIS: Latinx White or Latinx Other: Peer Socialization on Self-Identified Race

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Previous research examined the socialization—including family socialization and peer socialization—on a Latinx’s ethnic identity. Latinx ethnic self-identification has been researched largely among Mexican origin individuals; however, there is limited research on racial self-identification among the Latinx population as a whole. The purpose of this study was to examine the differences in socialization (i.e. friendship diversity), ethnic identity, and racial identity status between those who identify as Latinx and racially identify as White and those who identify as Latinx and racially identify as Other and specify Latinx in the blank provided. One hundred and eighty-five college students completed a questionnaire consisting of various measures including the Ethnic Identity Scale (EIS), Person of Color Racial Identity Attitude Scale (PRIAS), and a demographics scale. Results indicated there was a strong association between self-identified race and the diversity of friend groups. Limitations and recommendations for future studies are reported.
CHAPTER 1
Introduction

Within the United States (U.S.), people often view Latinxs as People of Color, identifying them as a race other than White (Godfrey, 2008), further perpetuating a culture that views them as other. However, the issue of racial self-identity becomes complex for Latinx individuals as they span across different racial categorizations including, but not limited to, White. Within the U.S., racial categorization for Latinx individuals has shifted over the past 40 years. In 1980, the U.S. census categorized Latinx as a racial category by using the term “Hispanic”. In 2000, however, the U.S. Census changed Latinx to an ethnic categorization, forcing Latinx individuals to pick a racial category other than Latinx (James, 2008). This shift came from cultural changes within the U.S. during which Whiteness came to be defined as a non-Black distinction (Yancey, 2003). Yancey (2003) suggests the shift in racial boundaries occurred in order to incorporate non-Black minorities in the majority group. In essence, the inclusion of Latinx individuals in White racial categorizations widened the gap between Black and non-Black individuals living in the U.S.

Racial categorization for Latinxs has become even more difficult due to this shift. Latinx individuals have the option to either claim membership to the majority group or they may continue to distinguish themselves as different from the racial majority by choosing “Other” as their racial identity. Latinxs, potentially belonging to any racial group, have the most discrepancy between claiming White or Other and specifying Latinx for their racial affinity group. Dowling (2004) conducted a study looking at differences in reported racial identity between the 1990 and 2000 U.S. Census. Individuals who racially identified as Latinx in the 1990 U.S. Census were
equally split in the 2000 census, identifying as White or Other and specifying Latinx. The underlying factors contributing to this discrepancy between racial identities in Latinx individuals has yet to be researched.

Further complication of racial identity for Latinx individuals is the incorporation of ethnic identity. An individual’s ethnic identity, like racial identity, is one’s sense of belonging to a group based on shared ethnic cultural experiences. Among Latinxs, ethnic and racial identification become one in the same because of the construction of race within the U.S. (Hitlin, Brown & Elder, 2006), which may view Latinxs as White but treat Latinxs as a racial minority. Therefore, it is necessary when observing racial identification to also observe a Latinx’s ethnic identity. Ethnic identity in Latinxs describes the negative and positive beliefs they hold towards their ethnic group and the cultural values of that group. Latinxs explore their cultural values through their socialization with family, friends and their environment (Douglass & Umaña-Taylor, 2016).

Socialization becomes an important factor to examine when attempting to further understand racial identity formation. Peer socialization and social pressures contribute to identity formation allowing individuals to form a sense of self-concept through their interactions (Mowen & Stansfield, 2016). Research suggests intercultural friendships/relationships may relate to general racial attitudes (e.g., Deetz & Simpson, 2004; Simpson, 2008). The perception of peers and others and their interactions with others further reinforces the similarities and differences between one’s own racial identity and the identity of others. Latinxs gain an understanding of their racial and ethnic identities as they begin to claim group memberships in these situations.

**Theoretical Framework**

Social construction of reality is used to explain the racial socialization of Latinxs as a
process of diverse, subjective, and contextual experiences influencing their racial identity. This framework explains that, while Latinxs have similar experiences as a homogenous group, the individual and subgroup experiences may differ (Reynolds & Pope, 1991). Through this lens, universality of experience and racial identity cannot be assumed among Latinxs and their subjective reality needs to be examined to understand what factors are contributing to their racial socialization and identity formation. Latinxs elicit interactions from family, peers and their environment that either reinforce or challenge one’s racial identity. As a result of this construction of reality, there are implications attached to the way Latinxs think about racial group membership that is influenced through their socialization. Additionally, through a secondary theoretical perspective of the “looking glass-self”, there is a need to conform to others’ perceptions and the expectations that follow. Therefore, racial self-identity reflects how individuals view themselves in comparison to others within the racial hierarchy (Carter, 2006). Both theoretical frameworks allow for the incorporation of the diverse socialization Latinxs experience and how that socialization may ultimately define how they identify racially.

**Importance of Ethnic Racial Identity among Latinx Population**

It is important to understand both one’s racial identity and ethnic identity because the categorization of Latinx individuals has changed from a racial group to an ethnic group but often falls under each category. Research has shown that knowledge of cultural practices is linked to Latinx ethnic identity development (Stephan & Stephan, 1989). Latinxs begin to develop their ethnic identity through the exploration of ethnic cultural experiences and their understanding of what their ethnic identity means to them. Additionally, Latinx individuals begin to explore their ethnic identity through family socialization (e.g., Derlan, Umana-Taylor, Updegraff, & Jahromi, 2016; Umana-Taylor, Zeiders, & Updegraff, 2013) and peer socialization (Brown, Hitlin, &
Elder, 2006). Family and peers contribute to the positive and negative feelings Latinxs have towards their ethnic identity.

Understanding one’s ethnic identity is necessary when attempting to understand their racial identity because the two are so closely linked. This link is especially important to explore within Latinx individuals, whose Latinx identity has changed between racial and ethnic classification. However, the relationship between ethnic identity and racial identity within Latinx individuals and how they may influence each other is still unclear.

**Racial Identity Statuses**

Racial identity has been defined as an identity that reflects a sense of group or collective identity, which is based on an individual’s perception of shared racial culture and heritage (Helms, 1990). Inherently, claiming a racial identity also means claiming the internalized consequences of belonging to that racial group. With this understanding of racial identity, theories have focused on the sociopolitical construct of race. According to Helms’s People of Color model (Helms, 1995a), People of Color progress through six statuses when forming their racial identity: Conformity, Dissonance, Immersion, Emersion, Internalization and Integrative Awareness. Conformity indicates that People of Color rely on White society for self-definition and take on negative views of their own racial group. The conformity status also indicates a philosophy of color-blindness and obliviousness to racial inequalities. Dissonance status occurs when an individual begins to feel dissonance between their views of their own racial group and their obliviousness to racial inequalities. This dissonance typically consists of conflicting information that challenges pre-existing beliefs of racial inequality. An individual who begins to glorify and immerse themselves in their own racial group while simultaneously rejecting White societal norms and values characterizes Immersion/Emersion, the third and fourth statuses.
Immersion/Emersion is the desire for one to surround oneself with visible symbols of one’s racial identity and avoidance of symbols of Whiteness. Additionally, the Immersion/Emersion status occurs when an individual seeks out opportunities to explore aspects of their history and culture with support of same-race peers. This status allows individuals to explore the less stereotypical information about other People of Color and expand definitions of what it means to be a part of a specific racial identity group. The next status is Internalization, during which individuals begin to have an internalized positive view of their racial group while shedding their resentment towards White society. During the Internalization status, individuals are able to express their interests outside of the dominant, White, culture. Finally, during the Integrative Awareness status individuals are able to appreciate White culture while also holding and expressing themselves as positive racial beings. Individuals in the Integrative Awareness status often seek out interracial experiences and are not uncomfortable with discussions about race. This model demonstrates the statuses a Person of Color goes through while developing and understanding their racial identity; however, rarely does one progress through these statuses in a linear fashion. Often individuals progress through these statuses in a non-linear and fluid manner as they continue to learn more about their identity and the significance it holds for them.

**Intergroup Contact and Racial Identity Development**

An individual’s perception of their racial group influences the strength of their association to their racial identity. These views are created by interactions that people have with those within their racial group as well as those from different racial groups. Research suggests one of the most important factors in challenging an individual’s racial attitude is interactions with friends who are different in race and ethnicity (Deetz & Simpson, 2004). The interaction with friends of different races and ethnicities provides an opportunity for an individual to
challenge their assumptions and their internalized racism. An individual’s peer socialization, whether it be by choice or forced, impacts the way they view their own racial group as well as and different racial groups. Levin, van Laar, and Sidanius (2003) have shown that ethnic minorities with more cross-race friends expressed more positive and tolerant racial attitudes than those with fewer such friends. While this study doesn’t explicitly link cross-race friends with racial identity, additional research suggests a positive association between increased intergroup contact and racial identity development.

Additionally, Hamm (2000) conducted a study including African, Asian and European American adolescents and found that cross-race friendships were associated with higher scores of positive regard for one’s racial identity. Therefore, the more exposure individuals have with other racial groups, the greater the opportunity for their racial attitudes to be challenged and for their own racial identity to progress or regress through the different racial statuses.

**Intragroup Contact and Racial Identity Development**

Research largely focuses on intergroup interactions; however, intragroup interactions have also been shown to have an important role in identity development. Intragroup interactions allow individuals to gain a stronger sense of racial belonging. When a person experiences more positive or negative interactions with other people who share the same racial identity, they begin to explore what their identity means to them. Research suggests that increased same-race friendships are associated with a stronger sense of racial identification (e.g., Phiney, Romero, Nava, & Huang, 2001; Tran & Lee, 2011). An additional study by Tatum (2004) found Black college students who were observed as having positive same-race peer relationships had a resolution of conflict with their own racial identity. This research suggests as Black college students explored and interacted with more members of their own racial group, they struggled
less with their own racial identity. Research has explored the relationship between cross-race and same-race friendships and racial attitude development among African American, Asian American and European American populations. However, there is limited research regarding the association of friendships on Latinx racial ethnic identity development. Therefore, research is needed to examine the relationship of cross-race and same-race friendships on the racial identification of Latinx individuals.

Statement of the problem

The inconsistency of how Latinx is categorized brings up the question of how Latinx individuals “should” racially identify. In the 1980s, the U.S. Census considered Latinx as a race, but in 2000 a shift occurred which changed Latinx to an ethnic categorization, forcing Latinx to define a different racial categorization. The change in U.S. categorization of Latinxs caused discrepancies on how Latinxs continued to racially identify. After the 2000 Census, there was an almost equal split between individuals who identified as Latinx and self-identifying as either White or Other and specify Latinx racially (Dowling, 2004). However, when examining Latinxs’ racial identity it is also important to consider how strongly they may associate with their ethnic identity and culture. Most research focuses on the influence of familial and peer socialization on racial ethnic identity development but there is a gap in how these types of socialization influence one’s self-identified race. Research has examined the influence of peer socialization on racial identity development among Black, White and Asian American individuals (e.g., Phiney, Romero, Nava, & Huang, 2001; Tatum, 2004; Tran & Lee, 2011). The research on peer socialization suggest both intergroup and intragroup contact allows individuals to challenge and reinforce their beliefs of their own racial identity. A gap in literature emerges when looking at Latinx peer socialization and the influence that may have on racial identity development. Thus,
the current study will examine Latinx individuals’ friend group diversity to see if there is an influence of diverse friend groups and how Latinxs racially self-identify. This study hopes to add to the literature and broaden the understanding of how Latinx individuals form their racial identity and the different factors contributing to racial identity development.

**Study Purpose**

This study will focus on participants’ racial identity, racial identity status, and peer contact to gain a multidimensional understanding of the racial categorization of Latinxs. If an individual’s racial identity status favors White culture in a sense of wanting to conform, the expectation would be that they would also identify as White as a way of claiming group membership to a majority population. Similarly, ethnic identity is another important identity of Latinx individuals and indicates the awareness and exposure to one’s cultural background; the stronger the ethnic identity of an individual, the stronger their association with their culture. Thus, the current study intended to explore the relationship between one’s association with their Latinx identity and their friend groups.

**Research Question: Are there social influences that affect racial identification within the Latinx population?**

**Hypothesis 1:** Individuals who identify as Latinx and check White for race will report higher scores on the subscale Conformity on the People of Color Racial Identity Attitude Scale (PRIAS) compared to those who identify as Other and specify Latinx for race.

**Hypothesis 2:** Individuals who mark Other and specify Latinx for race will report higher composite scores on the Ethnic Identity Scale compared to those who identify as Latinx and select White for race.
**Hypothesis 3:** Individuals who indicated 50% or more of their friends are of different ethnic racial groups than their own will score higher on the Internalization-Integrative Awareness subscale within the PRIAS than individuals who have a less diverse friend group.

**Hypothesis 4:** Individuals who identify as Other and specify Latinx for race will report more often having 50% or more of their friends as different ethnic/racial groups than their own than individuals who have identify as Latinx and check White for race.
CHAPTER III

Methods

Participants

A total of 232 participants completed the survey; however, 42 participants were not included in the data analysis because they did not racially identify as either White or as Other and specify Latinx. Additionally, five participants had missing data for items on gender identity, Latinx origins, age, university, or academic standing; these participants were also removed from the final analysis. Therefore, the final sample size used for data analysis was 185 who self-identified racially as either White or as Other and specify Latinx.

Table 1 depicts demographic information by self-identified race while Table 2 depicts demographic information by diverse friend group status. The majority of participants identified as female \( (n=136, 71.6\%) \) while the remaining participants identified as male \( (n=46, 24.2\%) \) or transgender/gender non-conforming (TGNC) \( (n=3, 1.6\%) \). Additionally, the majority of participants identified their Spanish, Hispanic, or Latinx origin being Mexico \( (n=96, 51.9\%) \). The participants' ages ranged from 18 to 67 years old with a mean age of 22.51 \( (SD = 6.27) \). Most participants were recruited from University A \( (n=126, 68.1\%) \).

University A was characterized as a large-sized, predominately White institution with about a 10% Latinx population. University B was characterized as a large-sized, predominately White institutions with about an 8% Latinx population. The third university, University C, was characterized as a medium-sized, predominately White institution with about a 4% Latinx population. Recruitment occurred through email communication. The recruitment email (Appendix A) sent to potential participants detailed that an exploratory study was being
conducted to better understand Latinxs’ ethnic racial identity development. As an incentive, participants who completed the survey could enter for a chance to win an Amazon gift card or receive research credit (if applicable).

**Measures**

**Ethnic Identity Scale (EIS).** The Ethnic Identity Scale (Umaña-Taylor, Yazedijan, Bámaca-Gómez, 2004) was administered to assess participants’ exploration, resolution, and affirmation of identity. The Exploration subscale (7 items; e.g., “I have attended events that have helped me learn more about my ethnicity”) assesses the individual’s degree of exploration within their ethnicity. The Resolution subscale (4 items; e.g., “I have a clear sense of what my ethnicity means to me”) assesses an individual’s clarity of their ethnicity and what it means to them. The Affirmation subscale (6 items; e.g., “My feelings about my ethnicity are mostly negative”) assesses the degree of positive or negative feelings about their ethnicity. This measure has shown high reliability among Latinx individuals, with Cronbach’s alpha scores of .82 (Exploration), .83 (Resolution) and .71 (Affirmation) (Douglass, & Umaña-Taylor, 2016), and composite score reliability of .89 (Umaña-Taylor et al., 2013). In this study, Cronbach’s alpha score for composite score on the EIS was .89 (see Table 3).

**People of Color Racial Identity Attitude Scale (PRIAS).** The PRIAS (Helms, 1995b) consists of a 50-item self-report instrument that measures attitudes and beliefs of People of Color related to themselves and to Whites within the United States. This scale combines the statuses Immersion and Emersion into one subscale while doing the same for Internalization and Awareness. These statuses were aggregated because these statuses represent different aspects of the same phenomena (Perry, Vance & Helms, 2009). Participants were asked to respond to each item using a 5-point Likert-type response scale, ranging from 1 (*strongly agree*) to 5 (*strongly*
disagree). The instrument is broken down into four scales based on scores: 10 to 50 on the Conformity subscale, 15 to 75 on the Dissonance subscale, 15 to 75 on the Immersion-Emersion subscale and 10 to 50 on the Internalization-Integrative Awareness subscale. Additionally, PRIAS has shown high alpha reliability coefficients for the scores on subscales ranging from .87 to .61 with various racial groups (e.g., Alvarez, 1996; Helms & Carter 1990; Miville, 1996).

Exploratory factor analysis in a study using the PRIAS with Native American individuals found the four-factor solution accounted for 19% of the total variance. The study also found that 29 of the 50 items had structure coefficients above .50 (Bryant & Baker, 2003). In this study, the Conformity subscale had a Cronbach’s alpha score of .73 and the Internalization subscale had a score of .79 (see Table 3).

**Demographic Questionnaire.** Participants reported their gender, age, major, and school. Additional information was collected regarding parents’ racial identities and what generation immigrant they were. Participants were asked to self-identify their racial category. Racial categories included White, Black/African American, Asian American, Native American/Alaska Native, Native Hawaiian/Pacific Islander, Other [Specify race] which followed the U.S. census racial categories. For study purposes, individuals identifying as Other and specifying any Latinx, Spanish or Hispanic term were coded as “Other and specify Latinx”. Additionally, a researcher generated demographic form assessing diversity of friendships was used (Appendix E).

**Procedure**

Institutional Review Board approval from a mid-sized Midwestern university’s IRB to recruit participants was received. Sample size was computed by using a g* power analysis to estimate the range of sample sizes necessary (Faul, Erdfelder, Lang & Buchner, 2007). The study aimed for a power of .8, and an estimated effect size of .4 which indicated a desired sample size
of 175 college students. Participants would be recruited through university email listings with an attached link to the online survey.

Surveys were administered electronically using Qualtrics to college students at Midwest public universities. The Qualtrics survey was sent out through all-campus emails and various course instructors. The inclusion criterion for individuals to be eligible included self-identifying as having Latinx, Hispanic, or Spanish origins and currently enrolled at one of the three universities. Each participant anonymously completed the Qualtrics online survey, which consisted of an informed consent/instructional page (Appendix B), Ethnic Identity Scale (Appendix C), Person of Color Racial Identity Scale (Appendix D), and Demographic Questionnaire (Appendix E). All procedures were explained in the informed consent in which they read and ‘signed’ as agreement to partake in the study at the beginning of the electronic survey. Participants were informed by continuing with the survey, it served as the agreement to the informed consent. Informed consent indicated that participation was strictly voluntary and they had the right to withdraw from the study at any point.

Participation was confidential and no identifying information would be used in the dissemination of results. Participants were instructed the survey would be self-paced and take approximately 15-25 minutes to complete. After completion, participants were thanked for their participation then instructed to complete a separate and unrelated survey for a chance to win one of the incentives or receive participation credit through a course. The prizes included (5) $20 Amazon gift cards. Participants who chose to enter the gift card drawing were informed prizes would be awarded at the end of data collection. Depending on the student’s university, participants received between half (.5) to one (1.0) research credit. Additionally, participants received a debriefing of study purpose (Appendix F) once data collection was complete.
Data Analysis

Data analysis was completed using both SPSS and SAS software. Data analysis looked at self-reported scores on the measurements to determine if there was a difference between individuals who racially identified as White and those who identified as Other and specify Latinx. When stating ‘Other and specify Latinx,’ this included any responses noting Hispanic, Latinx, or Spanish roots (e.g., Hispanic, Latino, Mexican, etc.) for their racial identity. The present study used quantitative methodology. Frequency distributions and measures of central tendency were used to determine demographic information. The research question and hypotheses were examined through t-tests and chi-square analyses.

No specific hypotheses were made regarding within-group differences among Latinxs, but given the demographic diversity of this sample, analyses were conducted to examine potential differences among gender, age, major, and generation status for the four racial identity statuses of Conformity, Dissonance, Immersion-Emersion, and Internalization-Integrative Awareness. Additionally, diversity of friendship variable was divided into a dichotomous variable consisting of those who reported having 50% or more of their friends from different ethnic/racial groups than their own as well as those who reported having less than 50% of their friends from a different ethnic/racial group than their own. This variable, diverse friend group, was created using the data analysis from a research study by Martin, Trego, and Nakayama (2010) which examined racial attitudes and friendship diversity.

Hypothesis 1 was tested using a t-test to compare the PRIAS subscale scores on Conformity for participants across their racial classification of White and Other while specifying Latinx. Hypothesis 2 was tested by conducting a t-test to compare the composite score of all three subscales on the EIS of participants across their racial classification of White and Other
while specifying Latinx. Hypothesis 3 was tested by running a t-test to compare the subscale score on the Internalization-Integrative Awareness subscale within the PRIAS across the different racial classifications of White and Other while specifying Latinx. Finally, hypothesis 4 was tested by running a chi-square test to assess differences in the distribution of friend group diversity among self-identified race.
CHAPTER III

Results

Preliminary Analysis

In the present study, the primary variables of interest were the participants' composite score for ethnic identity as measured by the EIS, and Conformity and Internalization statuses as measured by the PRIAS. In addition, analyses were conducted to test for violations of independent samples t-test including independence, normality, scale of measurement, and equal variance.

Independence. All Latinx participants had equal opportunity to be involved in data collection as no specific persons or organizations were targeted. The researcher utilized campus wide emails to recruit participants. Participant responses were also independent of each other.

Normality. Normality of distribution on EIS composite score and PRIAS conformity and internalization subscales was examined through descriptive statistics and histograms (Figures 1-4). Both EIS composite scores and PRIAS conformity subscales were normally distributed as noted by skew and kurtosis ranges being within +/- 1.0. However, PRIAS subscale of internalization was negatively skewed and investigator completed a log transformation to correct for abnormality. The data transformation appeared to be successful in correcting for negative skew (Table 3).

Scale of Measurement. Scale of measurement required an interval or ratio scale of measurement across EIS and PRIAS. The EIS utilized a rating scale with scores ranging from 1-4 while the PRIAS utilized a Likert scale with scores ranging from 1-5. This assumption was met.
**Equal variance.** Equality of variance was measured using Levene's Test for equality of variances. The results for equality of variance indicated non-significant results, meaning the groups, racially self-identified as White and racially self-identified as Other and specify Latinx, did not differ significantly from each other. Therefore, the assumption of equality of variance was met (Tables 3-5).

**Tests of Hypotheses and Research Question**

**Hypothesis 1.** Individuals’ self-identified race will be related to attitudes and beliefs associated with the Conformity subscales on the PRIAS. Specifically, individuals who identify racially as White will have higher scores on the Conformity subscale than individuals who identify racially as Other and specify Latinx.

To test Hypothesis 1, an independent t-test was performed in which self-identified race was used as the independent variable to examine differences across the Conformity subscale. Results indicated there was no significant difference in Conformity subscale scores for individuals who self-identified as White ($M=18.50, SD=6.02$) and individuals who self-identified Other and specify Latinx ($M=19.82, SD=6.37$), $t(183)=1.43, p=.16$. With a $p$-value of 0.16, this study failed to reject the null and there was no significant difference between the two self-identified racial groups and Conformity subscale scores.

**Hypothesis 2.** Individuals’ self-identified race will be related to their association to their ethnic identity as measured by the EIS. Specifically, individuals who identify racially as Other and specify Latinx will have higher scores on the composite score of the EIS than individuals who identify racially as White.

To test Hypothesis 2, an independent t-test was performed in which self-identified race was used as the independent variable to examine differences between composite scores on the
EIS. Results suggest there was not a significant difference on composite scores on the EIS for individuals who self-identified as White ($M=54.28$, $SD=9.08$) and individuals who self-identified as Other and specify Latinx ($M=54.66$, $SD=9.03$), $t(183)=.28$, $p=.77$. With a p-value of 0.77, the null hypothesis failed to be rejected and there was no difference on composite scores on the EIS between self-identified racial groups.

**Hypothesis 3.** The diversity of an individual's friend group will be related to attitudes and beliefs associated with the Integration subscale on the PRIAS. Specifically, individuals with a more diverse friend group, meaning at least 50% of their friends are of a different race than them, will score higher on the Internalization subscale than individuals with a less diverse friend group, less than 50% of their friends being of a different race.

To test Hypothesis 3, an independent t-test was performed where the diverse friend group variable was used as an independent variable to examine differences between scores on the Internalization subscale. The Internalization subscale was non-normally distributed, with skewness of -1.83 (SE=.18) and kurtosis of 5.06 (SE=.36). Therefore, the log-transformed data was utilized in analysis.

Results from the independent t-test also indicated there was not a significant difference on the Internalization subscale between individuals without a diverse friend group ($M=.74$, $SD=.35$) and individuals with a diverse friend group ($M=.72$, $SD=.35$), $t(183)=.48$, $p=.63$. With a p-value of 0.63, the null hypothesis failed to be rejected and there was not a significant difference on Internalization subscale scores between participants having a diverse friend group or not.

**Hypothesis 4.** The researcher looked to examine the association between individual’s self-identified race and whether an individual reported having 50% or more of their friends from
a different racial group than their own. The hypothesis was that individuals self-identifying as Other and specify Latinx would be more likely to report having a diverse friend group than individuals self-identifying racially as White.

To test Hypothesis 4, a Pearson’s Chi-Square test was conducted to discover if diverse friend groups varied by an individual's self-identified race. Results, as shown by cross-tabulated frequencies in Table 7, suggest there was a significant relationship between self-identified racial identity and diversity of friend group, $X^2 (1, N=185) =32.41, p<.0001$. Further analysis using Phi Coefficient indicated a strong effect size, $\phi = -.42, p<.0001$. As shown in Table 7, participants who self-identified racially as Other and specify Latinx were much more likely to report having more diverse friend groups than those who self-identified racially as White.
CHAPTER IV

Discussion

With the increasing number of Latinx individuals within the United States, more research is needed to focus on understanding identity development of these individuals and the different factors that contribute to their racial identity development. Identity development and how strongly one associates with their racial ethnic identity has implications for not only how one perceives racial discrimination (Gushue et al., 2013) but also race-related stress (Forsyth & Carter, 2012). Understanding how one associates with their racial ethnic identity can have major implications in how they view their experiences and how they share those experiences with others. Additionally, the misunderstanding of the Latinx population and the inconsistency of how the Latinx population is categorized creates a greater need for this research. Since no studies to date have addressed how an individual identifying with Latinx, Spanish, or Hispanic origins develops their racial identity, this study aimed to explore how peer socialization may influence how a Latinx individual racially self-identifies and the beliefs and attitudes they hold. Participants provided valuable insight into one of the many factors contributing to racial identity development and have provided direction for future studies.

Thus, to address the questions of whether peer socialization has an influence in the racial identity development of Latinxs, the current study investigated the relationship between ethnic identity attitudes, racial identity statuses, diversity of friendship groups, and self-identified race of individuals identifying having Latinx, Spanish, or Hispanic origins. Responses from a sample of Latinx college students was analyzed to understand whether social influences affect racial identification.
Summary of Results

Demographics, EIS, and PRIAS. The results showed that of the 185 participants, 107 self-identified as Other and specified Latinx for race while 78 participants self-identified as White. There did not appear to be significant differences among these two groups of self-identified racial groups across the EIS composite scores or the PRIAS subscales. Additionally, most of the participants were female and from University A, which was characterized as a large-sized, predominately White institution with about a 10% Latinx population.

Addressing the Hypotheses

For the four hypotheses investigated, there was mixed evidence in the role of peer socialization on racial identity development. While three of the four hypotheses tests failed to reject the null, the fourth hypothesis indicated a strong association between self-identified race and diversity of friend group.

Hypothesis 1: PRIAS Conformity subscale and self-identified race: Individuals who identify as Latinx and check White for race will have higher scores on the subscale Conformity on the People of Color Racial Identity Attitude Scale (PRIAS) than those who identify as Other and specify Latinx for race.

Data analyses indicated non-significant results, meaning there was no relationship between holding attitudes and beliefs of this status and self-identified race. The first hypothesis was not supported by the results. The Conformity subscale measures attitudes and beliefs of glorifying White racial identity over Latinx racial identity. Therefore, racial self-categorization among Latinx individuals seems to be unaffected by whether or not they hold these views. This means Latinxs who identify as White are no more likely to endorse conformity beliefs than those who identify as Other and specify Latinx.
These results do not support the previous understanding of racial identity development. Hitlin et al., (2006) stated Latinx identity has become a racial and ethnic identity under the U.S. construction of race. As a Latinx individual begins to understand what their racial identity means within the racial hierarchy in the U.S., their racial self-identification should reflect this understanding (Carter, 2006). Helms (1995b) proposed the conformity status reflects views of color blindness and hold pro-White views and view their racial group negatively. Therefore, it would be expected that Latinx individuals who self-identify as White in a society that views them as POC would hold more pro-White, or conformity, attitudes.

These results, however, could be an indicator of the general cultural view of race where it may be less acceptable to hold such explicit pro-White, Anti-Other attitudes and beliefs. Therefore, the self-report aspect of the measure may be compromised by social desirability or the lack of sensitivity the scale has when measuring conformity attitudes and beliefs. While the descriptive statistics indicated the data were normally distributed, the scores on the PRIAS subscale (Figure 2) appear to be positively skewed with more scores on the lower/less conformist attitudes. Thus, the results indicate there were low conformity scores regardless of how they racially identified. The low conformity scores could be indicative of a cultural view of race that has moved away from glorifying White values. Additionally, with a Cronbach’s alpha score of .72, the internal reliability of this measure may be questioned on its accuracy among the Latinx population.

Additionally, this data could also suggest that younger generations or college students are less likely overall to endorse conformity status beliefs. This leads to the possibility that the PRIAS measure may not have been the most accurate at examining conformity attitudes and beliefs. The latter appears to be a more accurate explanation for the research findings as the
average scores across the two groups were too similar due to a floor effect where no higher scores were obtained and no significant difference was found.

Finally, an alternative explanation for the results and lack of significant difference across the different self-identified racial groups could be due to a self-selection bias. Individuals were recruited through email and this could have led to a selection bias for those who identify with Latinx strongly enough to participate in the study. Therefore, those who participated were overall less likely to endorse conformity attitudes and more strongly identify with their Latinx identity than general population. Future research directions to address these concerns will be discussed later.

**Hypothesis 2: EIS composite scores and self-identified race.** Individuals who marked Other and specify Latinx for race will have higher composite scores on the Ethnic Identity Scale than those who identify as Latinx and select White for race.

The results indicated a non-significant result between composite scores on the EIS and participant's self-identified race. The EIS measures one's association with their ethnic identity through exploration, affirmation, and resolution. Therefore, regardless of whether or not they identified as White or Other and specify Latinx, they were not more or less likely to score higher on the EIS.

Similar to the previous hypothesis, these results were not supported by the current understanding of racial ethnic identity development. However, these results could also point to importance of a Latinx individual’s ethnic identity over racial identity. The research and understanding of distinctions between ethnic and racial identities have been confounded and interchanged for a while, specifically with Latinx individuals (Yancey, 2003) This suggests ethnic identity is more salient through means of exploration, affirmation, and resolution among
Latinx individuals as measured by the EIS rather than how they self-identify their race. Thus, no significant results were found between the two groups. While this is not supported by Hitlin et al., (2006) whom believed these two identities became the same within the U.S., it does indicate an important consideration when examining Latinx individual’s identities.

The results should also be interpreted carefully as the scores for the EIS were relatively higher for both groups and it appeared their average scores were too similar. These results could be biased or skewed to more positive answers as the recruitment email was seeking individuals who identified with having Latinx, Spanish, or Hispanic Origins. Therefore, rather than there not being a significant difference, the participants and the results could be indicative of a sampling bias or self-selection. Those who received the email and chose to participate could associate more strongly with their Latinx origins than another individual who has the same identity but decided not to participate. Thus, the results could indicate that those who participated associated more with their ethnic identity than those who chose not to participate.

Hypothesis 3: PRIAS Internalization subscale and diverse friend group. Individuals who indicated 50% or more of their friends are of different ethnic/racial groups than their own will score higher on the Internalization-Integrative Awareness subscale within the PRIAS than individuals who have a less diverse friend group.

These results also indicated a non-significant result between holding attitudes and beliefs of the internalization status and self-identified race. Endorsement of internalization attitudes and beliefs suggest an understanding of both White racial identities and Latinx racial identities while holding positives beliefs about both groups simultaneously. Therefore, it was expected to see individuals who had more diverse friend groups would score higher on the Internalization-Integrative Awareness subscale due to their experiences interacting in interracial friendships.
(e.g., Deetz & Simpson, 2004; Hamm, 2000). However, whether an individual had a diverse friend group was not indicative of holding more internalized/integrative beliefs. This subscale was originally not normal (Figure 3) and needed to undergo a transformation (Figure 4). The original scores indicated a strong negative skew and a ceiling effect where participants only had high scores. The lack of significant results could be explained by lack of variability and tendency for high scores on average across both groups. This suggests participants scored high on the Internalization subscale regardless of their racial identity.

While the researcher utilized a similar diversity friendship scale as Martin et al., (2010), this variable may not have been the most accurate approach to examine the diversity of a friend group or quality those friendships. Specifically, measuring the diversity of a friend group in this manner may not be indicative of the quality or nature of the relationship. If an individual identified as having 50% of their friends from a different race than their own, that does not mean they interact with them frequently, nor does it mean they have opportunities to challenge attitudes and beliefs of race. Additionally, the results could indicate one does not need diverse friend groups to hold high Internalization status beliefs. Individuals could learn these attitudes from other avenues such as media or familial socialization which is against previous research which found diverse friendships as a factor in promoting racial attitude development (e.g., Levin et al., 2003; Tran & Lee, 2013).

**Hypothesis 4: Diverse friend groups and self-identified race.** Individuals who identify as Other and specify Latinx for race will report more often having 50% or more of their friends as different ethnic/racial groups than their own than individuals who have identify as Latinx and check White for race.
The results of the Pearson’s Chi square test indicated significant results in the association of having a diverse friend group and self-identification. Specifically, participants who self-identified racially as Other and specify Latinx were much more likely to report having diverse friend groups than those who self-identified racially as White. Additionally, the effect size was strong as indicated by Phi (ϕ = -.42, p<.0001). Due to the limitations of the test, cause and effect cannot be determined. Therefore, the results can be interpreted in one of two ways. The first interpretation could indicate that individuals who self-identify Other and specify Latinx racially, seek out more diverse friend groups. The second interpretation could indicate that individuals with more diverse friend groups identify racially as Other and specify Latinx after interacting and challenging their views of group membership. The researcher supports the latter interpretation based upon the theoretical framework used. As an individual acquires a more diverse friend group, how they racially identify reflects how they are viewed in the group. These results are supported by previous findings which identified both cross-race friendships (Deetz & Simpson, 2004) and same-race friendships (Tran & Lee, 2011) as important factors in creating a stronger sense of self with their racial identity. Therefore, relating these results back to the research question, gaining a better understanding of race and one’s identities within the context of a group, also influences how one self-identifies to reflect that group identity. However, more research would be needed to support this claim.

**Limitations**

This study presented a few limitations. Participants were from predominately White Midwestern institutions. This demographic information and geographical location limits the generalizability of this study. Specifically, the variable and examination of diversity of friend groups may not be a direct reflection of attitudes and beliefs the participants held, but rather a
lack of opportunity or access to those diverse friendships. Additionally, due to the measures all being self-report, the participants may have responded to appear socially desirable or to confirm/disconfirm what they expected researchers to be examining (Heppner, Kivlighan, Wampold, 1999).

Additionally, the order in which the measures were presented: (1) EIS, (2) PRIAS, and (3) Demographic information, could have priming effects on participants' responses. Participant responses for race on the EIS and PRIAS could have caused them to manipulate their friend groups to have a group more representative of their responses on the EIS and PRIAS. For example, if an individual reported they interact with a lot of Latinx individuals and attend many Latinx cultural events, they may have felt more pressure to report having more Latinx identifying friends or vice versa. Future studies should include attempts to control for possible testing effects by counterbalancing measures or including a social desirability measure.

Another important limitation to note is that Latinx individuals range on the spectrum of race as defined in the U.S. and this study only focused on two of the racial categories. Therefore, while attempting to understand the racial identity development of Latinx individuals, this study excluded many other important racial categories.

The measure used in this study also serves as another limitation to the study. The PRIAS lacked research and psychometric properties such as reliability and validity, specific to the Latinx population. Previous research studies have found similar results of highly skewed data on the different subscales, specifically Internalization subscale (and similar scores across subscales (e.g., Chen, LePhuoc, Guzman, Rude & Dodd, 2006; Liu, 2013)

Finally, another important limitation to this study is lack of understanding or consideration of how the political climate may be affecting Latinx individuals. Specifically, the
Latinx population has become targeted for various reasons and Latinx individuals may be reacting to this. Latinx individuals could be distancing themselves from their identity as a means of protection or shame, or conversely could be identifying more strongly with this identity as a means of strength and community. The ramifications of the current political climate on the Latinx community and its identity development is too recent to have been studied; thus, this contributes to the limitation of this study.

Implications for Future Research

The findings from this study have important implications for future research. A major finding of the study was the strong relationship between self-identified race of Latinx individuals and diverse friend groups. This suggests peer socialization and friend groups influence racial identity development among Latinx individuals. More specifically, future research should continue to investigate this relationship to understand the direction of this relationship; does having a diverse friend group lead Latinx individuals to develop a Latinx racial identity or does identifying racially as Latinx lead to seeking out a more diverse friend group?

Additionally, this study provided many future avenues for advancing our understanding of racial identity development among Latinx individuals. A more refined and comprehensive examination of friend groups is the next step to confirm the results found in this study. Additionally, exploring other racial attitude and belief measures outside of the PRIAS and how they are associated with how Latinx individual racially self-identify could be beneficial area to explore. In addition to other racial attitude measures, future directions should include exploring other participant characteristics such as skin color, native language, and experienced discrimination. This might provide more information on how an individual is racially socialized.
While this study provided insight into the racial identity development of Latinx individuals, a qualitative approach may be more advantageous in truly understanding the process of racial identity development and the role of peer socialization in their development. Using the same hypotheses measured in this study, a qualitative approach would allow for better understanding and opportunities to explore the stages of racial identity development for Latinx individuals as well as the different components contributing to their racial socialization. Specifically, a qualitative approach would allow the researcher to identify themes or patterns of experiences that contribute to a Latinx individual’s racial identity development and would allow for a better examination of participants’ friend groups by exploring the quality of the friendships.

**Implications for Clinical Practice**

The findings from this study have important implications clinically. First and foremost, racial identity plays an important role in how individuals manage and interpret certain experiences. Racial identity is associated with racial awareness, perceptions of racial events, and coping strategies of race based stress (Liu, 2013). Additionally, racial identity is also correlated with well-being and sense of belonging (Torkelson, 2016). Therefore, one’s racial identity, or identity maturity, may be an important aspect of therapy and an important cultural consideration for clinicians. By understanding an individual’s identity, one can conceptualize the client in a more holistic approach while learning about the client’s worldview which in turn can then inform the approach of therapy best suited for the client.

Thus, as clinicians, it is important to also understand the different processes and contributors to identity development, specifically racial ethnic identity. The results of this study indicated among Latinx individuals, peer socialization had a strong association with how one self-identifies their race. When conceptualizing clients, specifically Latinx clients, it is essential
to understand the different environments one lives and how each of these environments contributes to the client’s attitudes and beliefs of themselves and others. This study sheds a light on important considerations to the different aspects of racial socialization that go beyond the parents’ racial identity or family socialization. This research suggests a vital component to identity development includes examining not only the quality of friend groups and the level of support from friends, but also the diversity of these groups. The diversity of a friend group provides individuals a chance to challenge and expand their views of their own racial identity as well as other racial identities.

Additionally, the importance of diversity of friend groups can be broken down into both interracial and intraracial relationships. This provides a framework to consider with group counseling and group leaders as they form groups especially among individuals who may not be as mature in their racial identity development. Providing group members the opportunity to interact in a more diverse setting may allow them to gain a stronger sense of self and adopt more mature racial identity attitudes and beliefs.

Conclusion

The Latinx population in the U.S. has grown rapidly over the last few decades. This increasing population, in combination with the inconsistency in group categorization, has led to an urgency to understand the factors that contribute to how a Latinx individual racially self-identifies. The importance of racial identity helps to generate understanding of how people view themselves and their relationship with others while also contributing to their sense of self. As such, understanding how racial identity develops among Latinxs is essential to best serve the Latinx community from a clinical standpoint. The current study provided insight into racial identity development among Latinx individuals and found a strong association between the
diversity of an individual’s friend group and their self-identified race. Furthermore, the study showed peer socialization and the diversity of that socialization influences racial identity development.

As advocates and professionals, it becomes necessary to explore the factors that contribute to racial ethnic development among Latinx individuals. Understanding the racial ethnic identity development of Latinx individuals will provide the opportunity for more culturally competent care and provide insight into the best ways to serve the Latinx community.
References


Appendix A

Recruitment Email

Subject: Research Participation Requested
Message:
Hello,

Do you identify as having Latinx, Hispanic or Spanish origins and are you 18 years of age or older?

I am a second year Master’s student in the Department of Counseling Psychology, Social Psychology and Counseling at Ball State University and I am recruiting participants for my thesis project on Latinxs Ethnic Racial Identity Development.
I need your help! Please take a few minutes to complete this quick survey. The study is self-reflective and will examine the attitudes and beliefs of individuals toward themselves and other racial ethnic groups. Participation is completely anonymous.

The survey should take between 15-25 minutes!

This study will provide valuable information that will be used to guide future research and also contribute to the existing research on the Latinx population. Additionally, you can enter a drawing for a chance to win one of five ($20) Amazon gift cards.
Follow this link to the survey:

Thank you so much!

Scott Barrera, Principal Investigator
Email: smbarrera@bsu.edu

Dr. Sharon Bowman, Ph.D., HSPP, ABPP, LMHC, Faculty Advisor
Email: sbowman@bsu.edu

This study has been reviewed and approved by the Ball State University IRB [1152466-1]
Appendix B

Informed Consent and Instructional Page

Informed Consent to Participate in Research

You are being asked to participate in a research study. This form provides you with information about the study. Please read the information below and ask the researcher questions about anything you do not understand before deciding whether or not to take part. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled.

To participate, you must be a Ball State University Student, be at least 18 years old and identify as having Hispanic, Latinx or Spanish origins.

Title of Research Study:

Latinxs Ethnic Racial Identity Development

Principal Investigator(s), BSU affiliation, and contact information:

Scott Barrera, BS
Principal Investigator
smbarrera@bsu.edu

Dr. Sharon Bowman,Ph.D., HSPP, ABPP, LMHC
Faculty Advisor
sbowman@bsu.edu

What is the purpose and procedure of this study?

The purpose of this study is to explore identity development of individuals who identify as having Latinx, Hispanic or Spanish origins. The study will examine the attitudes and beliefs of
individuals toward themselves and other racial ethnic groups. The time requirement is 15-25 minutes.

**What are the possible discomforts and risks?**

The reflective nature of the study may cause some discomfort. However, it is important to note that these risks are quite minimal, and similar to those experienced in other survey studies.

**What are the possible benefits to you or to others?**

There are no real or potential benefits to the research population, other than the potential for participants to learn more about themselves. This study will contribute to the understudied area of research with the Latinx population. This study will also provide valuable information that will be used to guide future research.

**What are your rights to privacy and confidentiality of your research records?**

The results of this study will be published in scientific literature or presented at professional meetings using grouped data only. Names or other personally identifying information will not be collected from you, so complete anonymity is assured. In accordance with American Psychological Association Ethical Principles for Psychologists, all data will be stored for 5 years on a password protected Flash Drive.

**What is the compensation for your participation in this study?**

Participants will have the option of receiving credit towards your research requirement or enter a drawing for one of five $20 Amazon gift cards. To receive credit or be entered in the drawing, participants will be required to provide your university email address at the end of the survey. Your email address will not be associated with your responses.
**How can you withdraw from this research study?**

Your participation is voluntary, and you can withdraw from the study at any time for any reason without penalty. Questions regarding the protection of human subjects may be directed to the Ball State University Institutional Review Board for the Protection of Human Subjects (765) 285-5070 or irb@bsu.edu).

By pressing 'Yes, I consent to participate in this study”, you indicate that you have read and understand the information presented above and that you are willing to participate in this study.
Appendix C

Ethnic Identity Scale

**Instructions:** Use the scale below to respond to each statement according to the way you see things. Be as honest as you can. Indicate on the scale the extent to which you agree or disagree to the statement.

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<tr>
<td>1. My feelings about my ethnicity are mostly negative. (-A)</td>
<td></td>
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<tr>
<td>2. I have not participated in any activities that would teach me about my ethnicity. (-E)</td>
<td></td>
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<tr>
<td>3. I am clear about what my ethnicity means to me. (+R)</td>
<td></td>
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<tr>
<td>4. I have experiences things that reflect my ethnicity, such as eating food, listening to music, and watching movies. (+E)</td>
<td></td>
</tr>
<tr>
<td>5. I have attended events that have helped me learn more about my ethnicity. (+E)</td>
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<tr>
<td>6. I have read books/magazines/newspapers or other materials that have taught me about my ethnicity. (+E)</td>
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<tr>
<td>7. I feel negatively about my ethnicity. (-A)</td>
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<tr>
<td>8. I have participated in activities that have exposed me to my ethnicity. (+E)</td>
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<tr>
<td>9. I wish I were of a different ethnicity. (-A)</td>
<td></td>
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<tr>
<td>10. I am not happy with my ethnicity. (-A)</td>
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<tr>
<td>11. I have learned about my ethnicity by doing things such as reading (books, magazines, and newspapers), searching the internet, or keeping up with current events. (+E)</td>
<td></td>
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<tr>
<td>12. I understand how I feel about my ethnicity. (+R)</td>
<td></td>
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<tr>
<td>13. If I could choose, I would prefer to be of a different ethnicity. (-A)</td>
<td></td>
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<tr>
<td>14. I know what my ethnicity means to me. (+R)</td>
<td></td>
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<tr>
<td>15. I have participated in activities that have taught me about my ethnicity. (+E)</td>
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<tr>
<td>16. I dislike my ethnicity. (-A)</td>
<td></td>
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<tr>
<td>17. I have a clear sense of what my ethnicity means to me. (+R)</td>
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*Note.* Response options are: Does not describe me at all (1), Describes me a little (2), Describes me well (3), and Describes me very well (4). The notation after each item indicates the subscale (i.e., A=affirmation, E=exploration, and R=resolution); + indicates a positively worded item; - indicates a negatively worded item. Negatively worded items should be reversed scored. Higher scores indicated higher levels of affirmation, exploration, and resolution.
Appendix D

Person of Color Racial Identity Attitude Scale

Instructions: This questionnaire is designed to measure people’s social and political attitudes concerning race and ethnicity. Since different people have different opinions, there are no right or wrong answers. Use the scale below to respond to each statement according to the way you see things. Be as honest as you can. Beside each item number, mark the number that best describes how you feel.

1. In general, I believe that Anglo-Americans (Whites) are superior to other racial groups. (C)
2. I feel more comfortable being around Anglo-American (Whites) than I do being around Latinxs/Hispanics. (C)
3. In general, Latinxs/Hispanics have not contributed very much to American society. (C)
4. Sometimes, I am embarrassed to be Latinx/Hispanic. (C)
5. I would have accomplished more in life if I had been born an Anglo-American (White). (C)
6. Anglo-Americans (Whites) are more attractive than Latinxs/Hispanics. (C)
7. Latinxs/Hispanics should learn to think and act like Anglo-Americans (Whites). (C)
8. I limit myself to White activities. (C)
9. I think Latinxs/Hispanics blame Anglo-Americans (Whites) too much for their problems. (C)
10. I feel unable to involve myself in Anglo-Americans’ (Whites) experiences, and am increasing my involvement in experiences involving Latinxs/Hispanics. (IM)
11. When I think about how Anglo-Americans (Whites) have treated Latinxs/Hispanics, I feel an overwhelming anger. (IM)
12. I want to know more about my culture. (IM)
13. I limit myself to activities involving Latinxs/Hispanics. (IM)
14. Most Anglo-Americans (Whites) are untrustworthy. (IM)
15. American society would be better off if it were based on the cultural values of Latinxs/Hispanics. (IM)
16. I am determined to find my cultural identity. (IM)
17. Most Anglo-Americans (Whites) are insensitive. (IM)
18. I reject all Anglo-American (White) values. (IM)
19. My most important goal in life is to fight the oppression of Latinxs/Hispanics. (IM)
20. I believe that being Latinx/Hispanic has caused me to have many strengths. (INT)
21. I am comfortable wherever I am. (INT)
22. People, regardless of their race, have strengths and limitations. (INT)
23. I think Latinx/Hispanic and White cultures differ from each other in some ways, but neither group is superior. (INT)
24. My Latinx/Hispanic cultural background is a source of pride to me. (INT)
25. People of Latinx/Hispanic culture and White culture have much to learn from each other. (INT)
26. Anglo-Americans (Whites) have some customs that I enjoy. (INT)
27. I enjoy being around people regardless of their race. (INT)
28. Every racial group has some good people and some bad people. (INT)
29. Latinxs/Hispanics should not blame Anglo-Americans (Whites) for all of their social problems. (D)
30. I do not understand why Anglo-Americans (Whites) treat Latinxs/Hispanics as they do. (D)
31. I am embarrassed about some of the things I feel about Latinxs/Hispanics. (D)
32. I’m not sure where I really belong. (D)
33. I have begun to question my beliefs. (D)
34. Maybe I can learn something from Latinxs/Hispanics. (D)
35. Anglo-American (White) people can teach me more about surviving in this world than Latinxs/Hispanics can, but Latinxs/Hispanics can teach me more about being human. (D)
36. I don’t know whether being Latinx/Hispanic is an asset or a deficit. (D)
37. Sometimes I think Anglo-Americans (Whites) are superior and sometimes I think they’re inferior to Latinxs/Hispanics. (D)
38. Sometimes I am proud to be Latinx/Hispanic and sometimes I am ashamed of it. (D)
39. Thinking about my values and beliefs takes up a lot of my time. (D)
40. I’m not sure how I feel about myself. (D)
41. White people are difficult to understand. (D)
42. I find myself replacing old friends with new ones who are Latinx/Hispanic. (D)
43. I feel anxious about some of the things I feel about Latinxs/Hispanics. (D)
44. When a Latinx/Hispanic does something embarrassing in public, I feel embarrassed. (C)
45. When both White people and Latinxs/Hispanics are present in a social situation, I prefer to be with Latinxs/Hispanics. (IM)
46. My values and beliefs match those of Anglos (Whites) more than they do Latinxs/Hispanics. (IM)
47. The way Anglos (Whites) treat Latinxs/Hispanics makes me angry. (IM)
48. I only follow the traditions and customs of Latinxs/Hispanics. (IM)
49. When Latinxs/Hispanics act like Anglos (Whites) I feel angry. (IM)
50. I am comfortable being Latinx/Hispanic. (INT)

Note. Adapted from Helms, 1995 Racial Identity Scale for Latinx/Hispanic population. Response options are: Strongly Disagree (1) Slightly Disagree, (2), Neither Agree nor Disagree (3), Slightly Agree (4), and Strongly Agree (5.). The notation after each item indicates the subscale (i.e., C=Conformity, D=Dissonance, IM=Immersion and INT=integration); Higher scores endorsement of attitudes and beliefs of racial identity status.
Appendix E

Demographic Questionnaire

Are you of Hispanic or Latinx origin?
Yes (Specify Origin) _____  No

How would you describe your current friend group from both your current university and elsewhere? Use the scale below to describe the percentage of each group.
How do you identify your race?
White
Black/African American
Asian American
Native American/Alaska Native
Native Hawaiian/Pacific Islander
Other [Specify race].

What is your gender identity?___________

What is your age?_________

What is your biological mother’s racial identity?
White
Black/African American
Asian American
Native American/Alaska Native
Native Hawaiian/Pacific Islander
Other [Specify race].

What is your biological father’s racial identity?
White
Black/African American
Asian American
Native American/Alaska Native
Native Hawaiian/Pacific Islander
Other [Specify race].

When growing up did you think people viewed your family as…
Lower Class
Middle Class
Upper Class

What generation immigrant are you?
1st (i.e., I was born in the United States but my parents were not)
2nd (i.e., My parents were born in the United States but my grandparents were not)
I was not born here (Specify when)
Other-Specify ______

Which university are you currently attending?_______

Which type of student are you?
Undergraduate
Graduate
What year in school are you? ________

Are you involved in student organizations? If yes, please list your involvement.
Appendix F

Debriefing Form

Thank you for your participation in my thesis project, *Latinx Ethnic Racial Identity Development*!!

The purpose of this study was to better understand the ethnic racial identity development of individuals who identify as having Latinx, Hispanic or Spanish origins. Specifically, this study was examining peer socialization/diversity of friend groups and how an individual self-identifies their race. Essentially the research question was, “Are there social influences that affect racial identification within the Latinx population?”

The U.S. Census has switched back and forth with how they categorize this specific population. In 1980, the U.S. census categorized Latinx as a racial group, however, in 2000, they changed Latinx to an ethnic category. When this transition occurred, the 2000 U.S. census indicated there was an equal split of those who previously identified as Latinx in 1980. This split showed about 50% of these individuals self-identified racially as White/European American while the other 50% self-identified racially as Other then specified a Latinx/Hispanic identity (i.e., Mexican, Latinx, Spanish, etc.). There has been little to no research exploring what contributes to how Latinx individual’s self-identify racially.

You were asked to complete various measures assessing your beliefs and attitudes towards your ethnic and racial identity. Through the information you shared, findings may help establish greater knowledge into the identity development of Latinx individuals. Thank you again for your participation and if you entered the drawing for one of five $20 Amazon gift card, you will be notified shortly if you were picked.

Thank you again for participation!
Table 1

<table>
<thead>
<tr>
<th>Self-Identified Race</th>
<th>Latinx</th>
<th>White</th>
<th>Total</th>
<th>p-value</th>
</tr>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
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<td>33 (42.31)</td>
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<tr>
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<td>17 (21.79)</td>
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</tr>
<tr>
<td>South America</td>
<td>9 (8.41)</td>
<td>13 (16.67)</td>
<td>22</td>
<td></td>
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<tr>
<td>Spain</td>
<td>2 (1.87)</td>
<td>4 (5.13)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other/Mixed</td>
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<td>11 (14.10)</td>
<td>29</td>
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<td><strong>Gender</strong></td>
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<td></td>
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<tr>
<td>Female</td>
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</tr>
<tr>
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<td>19 (24.36)</td>
<td>46</td>
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<td>2 (1.87)</td>
<td>1 (1.28)</td>
<td>3</td>
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<td>22.72 (6.66)</td>
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<td>50 (64.10)</td>
<td>126</td>
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<tr>
<td>University B</td>
<td>26 (24.30)</td>
<td>26 (33.33)</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>University C</td>
<td>5 (4.67)</td>
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<td><strong>Academic Standing</strong></td>
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<td>0.27</td>
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<td>Undergraduate</td>
<td>94 (87.85)</td>
<td>64 (82.05)</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>13 (12.15)</td>
<td>14 (17.95)</td>
<td>27</td>
<td></td>
</tr>
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N (%) ; Average (SD)
Table 2

Table 2. Characteristics of Individuals Based on Diverse Friend Group status

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<th>Diverse Friend Group</th>
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<tbody>
<tr>
<td></td>
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<td>Yes</td>
<td>Total</td>
<td></td>
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<tr>
<td></td>
<td>72  (38.92)</td>
<td>113 (61.08)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Origin</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>38  (52.78)</td>
<td>58 (51.33)</td>
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<td>0.0009</td>
</tr>
<tr>
<td>Central America</td>
<td>14  (19.44)</td>
<td>19 (16.81)</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>South America</td>
<td>9   (12.50)</td>
<td>13 (11.50)</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>1   (1.39)</td>
<td>5 (4.42)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other/Mixed</td>
<td>10  (13.89)</td>
<td>18 (15.93)</td>
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</tr>
<tr>
<td><strong>Gender</strong></td>
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<td></td>
<td></td>
<td>0.007</td>
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<tr>
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<td>77 (68.14)</td>
<td>136</td>
<td>Fisher's Exact</td>
</tr>
<tr>
<td>Male</td>
<td>12  (16.67)</td>
<td>34 (30.09)</td>
<td>46</td>
<td></td>
</tr>
<tr>
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<td>2 (1.77)</td>
<td>3</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
<td>21.78 (3.69)</td>
<td>22.98 (7.45)</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<td>0.025</td>
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<tr>
<td>University A</td>
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<td>79 (69.91)</td>
<td>126</td>
<td>Fisher's Exact</td>
</tr>
<tr>
<td>University B</td>
<td>23  (31.94)</td>
<td>29 (25.66)</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>University C</td>
<td>2   (2.78)</td>
<td>5 (4.42)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Standing</strong></td>
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<td></td>
<td>0.287</td>
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<td>99 (87.91)</td>
<td>158</td>
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</tr>
<tr>
<td>Graduate</td>
<td>13  (18.06)</td>
<td>14 (12.39)</td>
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</table>

N (%) ; Average (SD)
Table 3

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<th>EIS Composite</th>
<th>Conformity Status</th>
<th>Internalization Status</th>
<th>Internalization Status (log)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>54.50</td>
<td>19.26</td>
<td>43.91</td>
<td>0.73</td>
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<tr>
<td>SD</td>
<td>9.03</td>
<td>6.24</td>
<td>5.50</td>
<td>0.35</td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.4719</td>
<td>0.6741</td>
<td>-1.8325</td>
<td>-0.3464</td>
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<tr>
<td>Std Error</td>
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<td>.179</td>
<td>.179</td>
<td>.179</td>
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<tr>
<td>Kurtosis</td>
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<td>-0.1183</td>
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<td>-0.2758</td>
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<tr>
<td>Std. Error</td>
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<td>.355</td>
<td>.355</td>
<td>.355</td>
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<tr>
<td>Min.</td>
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<td>10</td>
<td>15</td>
<td>0</td>
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<tr>
<td>Max.</td>
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<td>40</td>
<td>50</td>
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<tr>
<td>Cronbach’s Alpha</td>
<td>.88</td>
<td>.72</td>
<td>.79</td>
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</table>
Table 4

Table 4. PRIAS Conformity subscale scores across self-identified race

<table>
<thead>
<tr>
<th>Racial_Identity</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Std Err</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>107</td>
<td>19.8224</td>
<td>6.3674</td>
<td>0.6156</td>
<td>10.0000</td>
<td>40.0000</td>
</tr>
<tr>
<td>White</td>
<td>78</td>
<td>18.5000</td>
<td>6.0146</td>
<td>0.6810</td>
<td>10.0000</td>
<td>38.0000</td>
</tr>
<tr>
<td>Diff (1-2)</td>
<td></td>
<td>1.3224</td>
<td>6.2214</td>
<td>0.9263</td>
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<td></td>
</tr>
</tbody>
</table>

The TTEST Procedure
Variable: PRIAS_ConformTOT (PRIAS_ConformTOT)

<table>
<thead>
<tr>
<th>Racial_Identity</th>
<th>Method</th>
<th>Mean</th>
<th>95% CL Mean</th>
<th>Std Dev</th>
<th>95% CL Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td>18.5000</td>
<td>17.1439</td>
<td>19.8561</td>
<td>6.0146</td>
</tr>
<tr>
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<td>Pooled</td>
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<td>3.1500</td>
<td>6.2214</td>
</tr>
<tr>
<td>Diff (1-2)</td>
<td>Satterthwaite</td>
<td>1.3224</td>
<td>-0.4896</td>
<td>3.1345</td>
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<table>
<thead>
<tr>
<th>Method</th>
<th>Variances</th>
<th>DF</th>
<th>t Value</th>
<th>Pr &gt;</th>
<th>t</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pooled</td>
<td>Equal</td>
<td>183</td>
<td>1.43</td>
<td>0.1551</td>
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<tr>
<td>Satterthwaite</td>
<td>Unequal</td>
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</table>

Equality of Variances

<table>
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<tr>
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<th>Num DF</th>
<th>Den DF</th>
<th>F Value</th>
<th>Pr &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folded F</td>
<td>106</td>
<td>77</td>
<td>1.12</td>
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</tbody>
</table>
Table 5

Table 5. EIS composite scores across self-identified race

<table>
<thead>
<tr>
<th>Racial_Identity</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Std Err</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
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<tr>
<td>Latinx</td>
<td>107</td>
<td>54.6636</td>
<td>9.0282</td>
<td>0.8728</td>
<td>31.0000</td>
<td>68.0000</td>
</tr>
<tr>
<td>White</td>
<td>78</td>
<td>54.2821</td>
<td>9.0767</td>
<td>1.0277</td>
<td>33.0000</td>
<td>68.0000</td>
</tr>
<tr>
<td>Diff (1-2)</td>
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<td>0.3815</td>
<td>9.0486</td>
<td>1.3472</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial_Identity</th>
<th>Method</th>
<th>Mean</th>
<th>95% CL Mean</th>
<th>Std Dev</th>
<th>95% CL Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td></td>
<td>54.6636</td>
<td>52.9332</td>
<td>56.3939</td>
<td>9.0282</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td>54.2821</td>
<td>52.2356</td>
<td>56.3285</td>
<td>9.0767</td>
</tr>
<tr>
<td>Diff (1-2)</td>
<td>Pooled</td>
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<td>-2.2765</td>
<td>3.0395</td>
<td>9.0486</td>
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<tr>
<td>Diff (1-2)</td>
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<td>9.0486</td>
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| Method     | Variances | DF | t Value | Pr > |t|
|------------|-----------|----|---------|------|
| Pooled     | Equal     | 183| 0.28    | 0.7774|
| Satterthwaite | Unequal | 165.56| 0.28 | 0.7776|

<table>
<thead>
<tr>
<th>Method</th>
<th>Num DF</th>
<th>Den DF</th>
<th>F Value</th>
<th>Pr &gt; F</th>
</tr>
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<td>77</td>
<td>106</td>
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Table 6

Table 6. PRIAS Internalization subscale scores across diverse friend group status

The TTEST Procedure
Variable: inter_log

<table>
<thead>
<tr>
<th>Diverse_Friend_Group</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Std Err</th>
<th>Minimum</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>72</td>
<td>0.7406</td>
<td>0.3480</td>
<td>0.0410</td>
<td>0</td>
<td>1.4150</td>
</tr>
<tr>
<td>1</td>
<td>113</td>
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<td>0.0329</td>
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</table>

<table>
<thead>
<tr>
<th>Diverse_Friend_Group</th>
<th>Method</th>
<th>Mean</th>
<th>95% CL Mean</th>
<th>Std Dev</th>
<th>95% CL Std Dev</th>
</tr>
</thead>
<tbody>
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<td>0.6588</td>
<td>0.3480</td>
<td>0.2990 0.4164</td>
</tr>
<tr>
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<td></td>
<td>0.7153</td>
<td>0.6501</td>
<td>0.3493</td>
<td>0.3089 0.4019</td>
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<tr>
<td>Diff (1-2)</td>
<td>Pooled</td>
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<td>0.3488 0.3164 0.3886</td>
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<td>Diff (1-2)</td>
<td>Satterthwaite</td>
<td>0.0254</td>
<td>-0.0785</td>
<td>0.1292</td>
<td></td>
</tr>
</tbody>
</table>

| Method     | Variances  | DF  | t Value | Pr > |t| |
|------------|------------|-----|---------|------|------|
| Pooled     | Equal      | 183 | 0.48    | 0.6304|
| Satterthwaite | Unequal | 151.78 | 0.48 | 0.6302|

<table>
<thead>
<tr>
<th>Equality of Variances</th>
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</thead>
<tbody>
<tr>
<td>Method</td>
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<tr>
<td>--------</td>
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<td>Folded F</td>
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Table 7

Table 7. Self-identified race and diverse friend group chi-square analysis

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<tr>
<th>Frequency</th>
<th>Percent</th>
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<th>Col Pct</th>
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</tbody>
</table>

The FREQ Procedure

<table>
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<th>Diverse_Friend_Group(Diverse_Friend_Group)</th>
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<th>1</th>
<th>Total</th>
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</thead>
<tbody>
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</tr>
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<td></td>
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<td>21.50</td>
<td>78.50</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>31.94</td>
<td>74.34</td>
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</tr>
<tr>
<td>White</td>
<td></td>
<td>49</td>
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<td>78</td>
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<tr>
<td></td>
<td></td>
<td>26.49</td>
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<td>68.06</td>
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<tr>
<td>Total</td>
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<td></td>
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<td>38.92</td>
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Statistics for Table of Racial_Identity by Diverse_Friend_Group

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<th>Value</th>
<th>Prob</th>
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</tr>
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<td>Continuity Adj. Chi-Square</td>
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<td>&lt;.0001</td>
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<td>Mantel-Haenszel Chi-Square</td>
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<td>Contingency Coefficient</td>
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<tr>
<td>Cramer’s V</td>
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<td>-0.4186</td>
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Figure 1. Distribution of Composite Scores on EIS
Figure 2. Distribution of Conformity subscale scores on PRIAS
Figure 3. Distribution of untransformed Internalization subscale scores on PRIAS.
Figure 4. Distribution of Internalization subscale scores on PRIAS with log transformation.