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BACHELOR OF SCIENCE

The Relationship between Black Racial Identity and Perfectionism

A Senior Comprehensive Project

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Abstract:

Perfectionism has been studied in many areas of psychology but very few have looked at the implications of black racial identity and its relationship with one's need to be overly critical. The study conducted looks at the relationship between black racial identity and perfectionism measured using the Multidimensional Inventory for Black Identity (MIBI) and the Multidimensional Perfectionism Scale(MPS-II) developed by Hewitt and Flett in 1991. Evidence from previous studies led to the hypothesis that particular views scores on certain dimensions of racial identity would correlate with perfectionism subscales that share some of those traits as well.

Keywords: black racial identity, perfectionism

The Relationship between Black Racial Identity and Perfectionism

Perfectionism is defined as the setting of high standards of performance and is accompanied by the tendency to be overly critical in evaluations (Anshel & Seipel, 2011). Although not all forms of perfectionism have a critical element, it does relate how one compares to others as well as with oneself (Stoeber, 2015). Perfectionism is often thought of as a negative personality trait that is sometimes accompanied by a variety of psychological symptoms, although accompanied by an element of critical behavior, it's not always associated with maladaptive behavior. It is used interchangeably with neuroticism and is most notable for characteristics of high achievement, ambition and harsh criticism of one's own actions which may or may not be associated with emotional symptoms. Perfectionism has a wide variety of influences and connotations depending on the context. Perfectionism is often related to high achievement and Type A behavior, both of which are thoroughly recognized as a functional personality traits (Hewitt & Flett, 1991). Hewitt and Flett (1991) recognize perfectionism on a multidimensional scale that measures one's perfectionist traits and placing them into three different forms: self-oriented, other-oriented, and socially oriented.

Self-Oriented Perfectionism

Self-oriented perfectionism focuses on setting high standards for one's self, and the driving force behind these behavioral traits is intrinsically motivated beliefs that one must be perfect (Stoeber, 2014). This type of perfectionism also includes being highly motivated and exhibiting behavioral traits that contribute to the often high ambitions set for oneself (Hewitt &

Flett, 1991). Two elements of self-oriented perfectionism are connected with both positive and negative characteristics of perfectionism. The high personal standards are more associated with positive characteristics and concerns over mistakes which can often lead to negative thinking about oneself (Kobori & Tanno, 2005). This includes having high personal standards, striving for perfection in every aspect of life and being over critical of their perceived failures or lack of perfection (Stoeber, 2015). Self-oriented perfectionist tendencies are most closely related to achievement motivation and a need to improve oneself. So how does this relate to possible maladaptive or adaptive behaviors?

Self-oriented perfectionists, as shown in Stoeber's (2015), displayed a negative correlation with narcissistic traits, high levels of prosocial motivation and more compassionate traits. This evidence supports other claims that those who score higher on the self-oriented perfectionism of the MPS are more likely to have prosocial qualities (Stoeber, 2015). This shows support for this type of perfectionism being more adaptive, by having more functional behavior with others. In addition to the prosocial interests, this type of perfectionism also tends to show higher interest in others and social norms as well as others' expectations of them. These behaviors can still become maladaptive and manifest themselves as more serious behaviors. Self-oriented and socially prescribed perfectionism is the type most associated with rigid perfectionism which is sometimes a marker for obsessive compulsive personality disorders (Stoeber, 2014). Socially prescribed shares several characteristics with self-oriented perfectionism, but has several key differences.

Socially-Prescribed Perfectionism

Socially prescribed perfectionism is described as an individual focusing on maintaining the attention of the significant other while avoiding disapproval (Hewitt, & Flett, 1991). Basically this form is focused on striving to the perfection that is perceived to be imposed by others. They perceive others to be overly critical and that the expectation is for them to be perfect (Stoeber, 2015). Emotional states such as anger, anxiety and depression are a common result from the perceived inability to achieve these unrealistic standards (Hewitt & Flett, 1991). In Stoeber's (2015) comparative research on the three forms of perfectionism, socially prescribed perfectionism showed some connection with antisocial characteristics when compared to other oriented as a control. It also showed positive relationships with pathological detachment and low self-esteem. There is also evidence to narcissistic tendencies in comparison to other-oriented which showed narcissistic grandiosity (Stober, 2015). The low self-regard is connected to feeling of inferiority to others. The difference being from the levels of self-regard which tend to be lower in socially prescribed perfectionists. The low self-regard and the perceived social pressure to appear perfect, results in antisocial traits similar to those seen within the other-oriented perfectionists. (Stoeber, 2015)

Other-Oriented Perfectionism

Other-oriented perfectionism is mainly focused on the expectations and capabilities of others. The perfectionist expectations are imposed on others and the focus is on how others fare in comparison to the high expectations that are imposed (Stoeber, 2015). Unlike self-oriented and socially-prescribed perfectionism, the individual sets high standards for others instead of setting them for themselves or adapting them based on others. This often involves a great

concern for others' achieving goals and may appear to be outwardly rigid when it comes to the individual, for whom the person focuses their perfectionism, achieving these goals. This type of perfectionism often occurs in families and is most recognized in a parental/guardian relationship. Cultures with a close familial connection tend to have higher rates of this type of perfectionism which often is connected with an individual with socially prescribed perfectionism (Ortega et al. 2014). Other-oriented perfectionism is overly critical of others to fail to meet their expectations and is the only type where the focus is not on the self (Stoeber, 2015). This type is most closely related to narcissism and has showed positive relationships with manipulativeness and risk-taking behaviors (Stoeber, 2015). Research has shown other –oriented perfectionism to have positive relationships with narcissistic and antisocial behaviors, total disregard for social norms, a feeling of superiority and low prosocial orientation (Stoeber, 2015). Other traits common of other-oriented perfectionists are hostility, callousness, deceitfulness, irresponsibility and impulsivity. These are unique relationships compared to self-oriented and socially prescribed perfectionism. These individuals in other studies were seen to have positive relationships with social dominance goals and negative relationships with nurturance, intimacy and social development goals. Although high measurements on this scale is not entirely indicative of these narcissistic and antisocial traits, there is a positive connection which may show how other-oriented perfectionism relates to the world around them and what challenges they may face (Stoeber, 2015).

Comment [1]: It'd great to come back to this point during your discussion and elaborate on the differences between individualist and collectivist cultures

Implications of Racial Identity

In many areas of psychology, there has been a missing area of research pertaining to minorities and perfectionism is no exception (Chang, Watkins, & Banks, 2004). A large amount

of the data collected in these studies is conducted on White, female college students without much diversity in the populations. There are a growing number of questions surrounding the causes of the proposed types of perfectionism mentioned by Hewitt and Flett (1991) and little is known about the influences of perfectionist traits. Previous research has found that past experiences do play a role in the development of perfectionist traits but no specific experiences have been linked.

When using the word culture in this article, the focus is not only on race but also racial identity. Racial identity is how one relates the experiences as a member of a particular race has shaped one's perception of the world in regards to their race and how they feel as a member of their race. This is a growing topic of interest in the African American community because there are not only a wide variety of experiences for African Americans, but many of the racial issues faced are different as well. There are clear differences between the experiences of individuals of one race depending on many factors.

Little research has looked at the implications of racial identity in African Americans when it comes to any type of perfectionism scale. This is important in understanding not only how these adaptive and maladaptive behaviors have manifested, but to have a clearer understanding of which racial identity groups may have a tendency to experience maladaptive symptoms simply due to the higher susceptibility to a particular type of perfectionism such socially oriented and self-oriented which often are accompanied by emotional distress (Herman, Wang, Reinke, Trotter, & Ialongo, 2013). The question to be answered is what role cultural influences like racial identity have in the development of perfectionism in African Americans. Using Hewitt and Flett's Multidimensional Scale of Perfectionism to measure the different types

of perfectionism, a sample of the African American population on a college campus will be used for this study. Each racial identity group has cultural factors that not only affect the type of perfectionistic traits that are presented but also the likelihood of developing maladaptive symptoms.

In previous studies, African American students have been more likely to report greater parental expectations compared to other ethnic groups. Results showed in the Principle-Axis Factor Analysis, a test used to measure perfectionism traits, that African Americans had higher scores for Concern over Mistakes (Chang, Watkins, & Banks, 2004). Some research results indicate that African Americans have traits that correlate with striving toward perfection and self-criticism over perceived imperfection. Children in longitudinal studies are found to have critical self-perceptions that continue well into adolescence, which stems from deeply influenced perceptions of teachers and peers being critical of their competence and eventually leads to -traits reflected in self-oriented perfectionism (Herman, Wang, Reinke, Trotter, & Ialongo, 2013.

Comment [2]: Need a source to back up claim

Due to this small amount of research that focuses on African Americans, a comprehensive look at a sample of the population focusing on the differences between racial identity groups is needed. There is very little research in African American minorities when it comes to perfectionism and racial identity, even that use Hewitt and Flett's (1991) Multidimensional model of Perfectionism. Since depressive symptoms has among one of the highest prevalence rate among the population, it is even more imperative that research focuses on minorities as they can often go undiagnosed due to differences in cultural norms unaccounted for in diagnostic measures (Chang, Hirsch, Sanna, & Fabian, 2011) As minority groups continue to

grow, there is a growing need to understand the psychological impact that these minorities face especially confronted with poverty and violence.

Although perfectionism understudied very much among the African American community,~~,~~ there is an overwhelming amount of research on racial identity compared to other areas of African Americans' lives. Even with this large amount of research there is little known about the importance that racial identity play in the lives of African Americans. There is a clear indication that how one identifies in their racial group affects how one is influenced by their race. There is conflicting research to whether or not a strong Black identification is a protective factor against racism or creates stigmas associated with being Black (Sellers, Rowley, Chavous, Shelton, & Smith, 1997).

Racial identity is how one perceives the sharing of a common heritage with a racial group. It relates to how someone responds to cultural or racial stimuli around them in the environment or within oneself. Research has shown that positive, well-developed racial identity leads to lower levels of psychological distress. This is especially important for counselors and other mental health professionals to be aware of so that they can address these issues in individuals with low levels positive racial identity and how it relates to their psychological well-being. These differences in psychological distress may be due to racial identity and is an important issue especially in predominantly white institutions where black students tend to have negative self-images, lower racial pride and less healthy psychosocial adjustment than students from historically Black universities (Gilbert, So, Russell, & Wesel, 2006).

Racial identity is greatly influenced by childhood experience, socialization with others of the same race, attendance to racial group organizations, and effort to know more about one's

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own race and culture. Racial identity seems to be influenced by others in the same racial group as well as experiences with others outside of one's own racial group. Distance to one's racial group also has an influence on racial identity (Sellers, Rowley, Chavous, Shelton, & Smith, 1997).

There are many racial identity scales but the main idea behind most of them is how an individual lies on the spectrum of nigrescence. The idea of nigrescence is a movement to change the negative thoughts and attitudes about being Black and African with more positive and proactive ones (Worrell, Vandiver, Schaefer, Cross, & Fhagen-Smith, 2006). For this study, the Multidimensional Inventory of Black Identity(MIBI), a 56- Item measure developed using three dimensions of racial identity: Centrality, Ideology, Regard (Worrell, Vandiver, Schaefer, Cross, & Fhagen-Smith, 2006) will be used to measure black racial identity.

The Present Study

The present study of cultural influences of perfectionism was studied by Hewitt and Flett (1991) looked at the interpersonal development of perfectionism. They designed the Multidimensional Perfectionism Scale, which is similar to the design that Frost (1990) uses different scales to determine the adaptive versus maladaptive nature of perfectionism (Chang, 2004). Hewitt and Flett (1991) were interested in how perfectionism developed and designed the MPS as a means of identifying the different dimensions of perfectionism in order to better understand the development of maladaptive behavior related to perfectionism (Hewitt & Flett, 1991). Each subgroup, self-oriented, other oriented, socially prescribed perfectionism, identified in this scale indicates a particular dysfunction related to the extremes of that group. There is a lot of conflicting research about whether African Americans will more likely identify as socially

Comment [6]: what exactly is the influence, try to give some more details

Comment [7]: Are you reproducing the study that they did or continuing research? Reword this sentence

oriented or self-oriented perfectionists, indicating that further research is needed in this area especially when considering racial identity as a factor.

The present study research will be focused on this underrepresented population with the aim of identifying how cultural experiences relate to how these different types of perfectionism develop and how racial identity plays a role in this process. In Gilbert, S. et al. (2006), there was found to be no connection between racial identity development and psychological well-being (Gilbert, So, Russell, & Wesel, 2006). This indicates a missing element of racial identity and how it relates to psychological well-being.

Comment [8]: Take out

It was mentioned earlier that some perfectionist traits are connected with personality disorders recognized in the DSM-V as well as other disorders. Some of these traits are similar to those used to measure certain scales in the MIBI. The traits sound similar and even some of the questions are similar when taken into the same context. The focus will be on looking at the correlation between perfectionism and black racial identity (Vandiver, Worrell, & Delgado-Romero, 2009). The Ideology scale has measures that relate to the behaviors of others and the expectations expected of others of the same racial group. This is similar to the traits associated with other-oriented perfectionism. For the Regard scale, the measures are more focused on outside influence of racial identity which is similar to measures of the socially-prescribed perfectionism. Higher scores on the centrality scale relate to one's own feelings and experiences which is similar to self-oriented perfectionism and the focus on the self (Vandiver, Worrell, & Delgado-Romero, 2009).

These findings have led to the hypothesis that features of a collectivist culture such the measures on the Ideology scale are more likely to identify as other-oriented perfectionist.

Individuals who rate higher on the centrality scale are more likely to have higher scores corresponding to self-oriented perfectionism due to the individualistic nature of the scales. Individuals who rate higher on the regard scale, are more likely to show higher scores of socially-prescribed perfectionism due to the tendency to be influenced by outside influences.

Methods:

Participants

The participants for this study were recruited from the College's cultural diversity office. Seven participants were used for this study. Participants all self-identified as African-American/Black to be eligible for this study. Each participant was informed of all the risks and asked to sign consent to be part of this research.

Procedure:

All surveys were conducted online using SONA system. Both scales are measured on a Likert scale and separated by two parts. Participants were asked to complete a demographic information sheet which will included race, they must identify as African American to be part of this study. Both scales were conducted online to ensure anonymity and confidentiality as some of the questions about racial identity are of a sensitive nature. The second part of the procedure will included the Multidimensional Perfectionism scale. The whole survey took an average of 30 minutes to complete. This ensures that the participants were honest in their responses. The only identifying information given to the researcher was an ID number provided to each participant by SONA.

Measures:

Using Hewitt and Flett's Multidimensional Perfectionism Scale (1991) to measure they type of perfectionism that the participant shows the most traits toward. The test is not a diagnostic tool, but identifies perfectionist traits toward the multidimensional model. The test is based on self-report, but research has shown the test to be reliable. There will also be a simple demographic sheet.

The Multidimensional Perfectionism scale (see Appendix A) is a 45-item measure that measures self-oriented, other-oriented, and socially prescribed perfectionism. For example, the participant will be asked questions like "I strive to be perfect in what I do," which is a question related to self-oriented perfectionism. The score that the individual rates for this question will be added to their overall score for self-oriented perfectionism. Each question is geared toward perfectionist type behaviors which the participant will be asked to give a rating between 1 and 7. Each question is designated toward a particular type of perfectionism. The higher the score is for a particular type, reflects a greater trait in that type of perfectionism. Research has found the MPS to have good internal consistency and validity and is found to not be influenced by response bias (Flett & Hewitt, 2004).

Comment [9]: include examples of possible answers, is it a likert scale like 1-5 or something like that

The Multidimensional Inventory of Black Identity (MIBI) (see Appendix B) is made up of 56 questions on a Likert scale to operationalize four dimensions of racial identity. For example, a question like "In general, being Black is an important part of my self-image" is a part of the centrality scale. A higher score on this measure will increase the score on Centrality for this individual. For this study, five factors will be used from the subscales of the original three. Some of the subscales did not show any significant results and were therefore thrown out in

future studies (Simmons, Worrell, & Berry, 2008). For this reason, the focus of the hypothesis will look at the centrality scale, Regard scale as a whole with public and private regard, Assimilation and Humanist subscales of Ideology will be looked at together and oppressed minority and nationalist subscales of ideology will also be looked at with one another. There is reported to be moderate to high internal consistency when the MIBI has been used in previous research.

Results

Data Analysis

For analysis, each participant's results were interpreted by tallying up each subtype of perfectionism and the higher the score is for each type, the more that person identifies as that type. The highest score will be considered the type the participant identifies most as and that is the piece of information that will correlated with how the individual rates on the racial identity scale. Using Excel, scores for each participant were added up using a simple scoring system as well as reverse scoring on some questions that required it.

Data analysis was conducted on SPSS using Spearman's rho correlation model with highest MPS subscore (self-oriented, socially prescribed and other-oriented perfectionism) being correlated to MIBI scores. Originally it was hypothesized that because the regard scale is used to measure judgment of one's race that the higher score would correlate socially prescribed perfectionism(p= .51, N=7). Results for this hypothesis did not show any statistically significant correlation (See Figure 1). Scores were slightly higher than self-oriented but lower than other-oriented perfectionism (M=30.50, SD= 3.5). The strength of the correlation was also very low for these data results (r=.29) (See Appendix C for table of means).

It was also hypothesized that participants that had the highest other oriented scores were more likely to have higher scores of in the ideology scale. Results also showed no statistical significance and very little strength in the correlation (p=.10, r= -.65, N=7). Other-oriented perfectionism showed the lowest scores for ideology scores (M=231.) Self-oriented perfectionists who were hypothesized to have higher scores in centrality were not overly significant in the results and did not show the highest scores in this scale (p= .89, r=.06, N=7) (M=18.50, SD=5.80).

There is no evidence that shows that black racial identity traits in the MIBI correlate to the similar traits present in the MPS developed by Hewitt and Flett (1991). Data analysis did not support the hypothesis proposed earlier in the study but may guide hypothesis in the future.

Discussion

The purpose of this research was to look at the relationship between perfectionism and black racial identity. Originally hypotheses were made using what was known about the role each scale of black racial identity measured and the similar traits seen in the multidimensional perfectionism scale. Results were inconsistent with this hypothesis, data analysis failed to show any significant relationships which may be due to the small number of participants.

Due to the limitations of this unfortunate situation, no assumptions can be made from these findings especially since the group sizes are very small. Previous research that studied the validity of the black racial identity scale used, the MIBI, used several hundred participants to conduct their research (Vandiver, Worrell, & Delgado-Romero, 2009). The studies looked at a large and diverse group of African Americans making their significant results easier to see. The

limitations of a small, predominately White college has been studied in regards to racial identity in Gilbert, S. et al. (2006), article. The article compared the racial identity of two groups of students, half which attended a predominately White institution and the others attended a historically Black institution. Although not looking at the implications of perfectionism, they did look at psychological functioning of these students as well as racial identity (Gilbert, S et al, 2006).

How does this relate to the current study? There is evidence that racial identity affects one's psychological functioning and the differences seen in college campuses where diversity is vastly different can affect students and in some ways translate into the behaviors seen in perfectionist type traits. Although of the purpose of my study there was little done to indicate the functioning of a participant, the research is important as these traits can developed into more serious psychological behaviors. It is clear racial identity plays a role in some perfectionist traits and future research may choose to recruit more participants and see if with a larger sample, more statistical significant results are shown.

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Appendix

Appendix A

Multidimensional Perfectionism Scale (Hewitt, P.L., & Flett, G.L. (1990). Perfectionism and depression: A multidimensional analysis. *Journal of Social Behavior and Personality, 5*, 423-438.
INSTRUCTIONS: Listed below are a number of statements concerning personal characteristics and traits. Read each item and decide whether you agree or disagree & to what extent. **To score your responses, put the number of your response in the column that is highlighted next to this question.**

		Disagree						Agree	Self Oriented	Other Oriented	Socially Prescribed
1.	When I am working on something, I cannot relax until it is perfect	1	2	3	4	5	6	7			
2.	I am not likely to criticize someone for giving up too easily	7	6	5	4	3	2	1			
3.	It is not important that people I am close to are successful	7	6	5	4	3	2	1			
4.	I seldom criticize my friends for accepting second best	7	6	5	4	3	2	1			
5.	I find it difficult to meet others' expectations of me	1	2	3	4	5	6	7			
6.	One of my goals is to be perfect in everything I do	1	2	3	4	5	6	7			
7.	Everything that others do must be of top-notch quality	1	2	3	4	5	6	7			
8.	I never aim for perfection on my work	7	6	5	4	3	2	1			
9.	Those around me readily accept that I can make mistakes too	7	6	5	4	3	2	1			
10.	It doesn't matter when someone close to me does not do their absolute best	7	6	5	4	3	2	1			
11.	The better I do, the better I am expected to do	1	2	3	4	5	6	7			
12.	I seldom feel the need to be perfect	7	6	5	4	3	2	1			
13.	Anything that I do that is less than excellent will be seen as poor work by those around me	1	2	3	4	5	6	7			
14.	I strive to be as perfect as I can be	1	2	3	4	5	6	7			
15.	It is very important that I am perfect in everything I attempt	1	2	3	4	5	6	7			
16.	I have high expectations for the people who are important to me	1	2	3	4	5	6	7			
17.	I strive to be the best at everything I do	1	2	3	4	5	6	7			
18.	The people around me expect me to succeed at everything I do	1	2	3	4	5	6	7			
19.	I do not have very high standards for those around me	7	6	5	4	3	2	1			
20.	I demand nothing less than perfection of myself	1	2	3	4	5	6	7			
21.	Others will like me even if I don't excel at everything	7	6	5	4	3	2	1			
22.	I can't be bothered with people who won't strive to better themselves	1	2	3	4	5	6	7			
23.	It makes me uneasy to see an error in my work	1	2	3	4	5	6	7			
24.	I do not expect a lot from my friends	7	6	5	4	3	2	1			
								SUBTOTALS Page 1	SO =	OO=	SP=

Medical Student Averages and Standard Deviations (in parantheses) for Comparison (Henning et al., 1998)	**67 (15)**	**57 (13)**	**47 (13)**
Medical students (Enns et al. 2001)	**70 (15)**	**56 (12)**	**49 (13)**

Enns, M.W., Cox, B..J., Sareen, J., & Freeman, P. (2001). Adaptive and maladaptive perfectionism in medical students: A longitudinal investigation. *Medical Education, 35*, 1034-1042.

Henning, K.R., Ey, S., & Shaw, D. (1998). Perfectionism, the imposter phenomenon, and psychological adjustment in medical, dental, nursing, and pharmacy students. *Medical Education, 32*, 456-464.

The Multidimensional Perfectionism Scale is not a clinical measure so there is not a clinical cutoff score but the higher you score on each scale, the more unhealthy your perfectionistic attitudes and behaviors may be—especially if you are dealing with a significant stressful event.
*Generally, having high self-oriented perfectionism is associated with greater productivity, success in career, and conscientiousness.
* Having high other-oriented perfectionism may lead to problems delegating to others, being seen by others as highly critical/judgmental.
* Having high socially prescribed perfectionism is associated with greater risk of anxiety, depression and even suicide risk if the person experiences a major setback (perceives others are disappointed/highly critical of their abilities) and is unable to put the criticism in perspective.

Researchers and clinicians are finding that there is a subtle distinction between "adaptive vs. maladaptive perfectionism" (e.g., Enns & Cox, 2002).

Here are some examples below:

Maladaptive perfectionism	Adaptive Perfectionism
Inflexibly high standards—often beyond what is expected	standards modified in accordance with situation
Fear of failure	high standards matched to person's limitations and strengths
Focus on avoiding error	striving for success
Sense of self-worth dependent on performance	sense of self independent of performance
Associated with procrastination	timely completion of tasks
Black and white thinking: perfection vs. failure	balanced thinking

An excellent self-help book is:
Antony, M. M. & Swinson, R.P. (1998) *When perfect isn't good enough.* New Harbinger: Oakland, CA.

Appendix B

	Strongly Disagree			Neutral			Strongly Agree
8. I feel that Blacks have made major accomplishments and advancements.	1	2	3	4	5	6	7
9. My destiny is tied to the destiny of other Black people.	1	2	3	4	5	6	7
10. Blacks who espouse separatism are as racist as White people who also espouse separatism.	1	2	3	4	5	6	7
11. Blacks would be better off if they adopted Afrocentric values.	1	2	3	4	5	6	7
12. Black students are better off going to schools that are controlled and organized by Blacks.	1	2	3	4	5	6	7
13. Being Black is unimportant to my sense of what kind of person I am.	1	2	3	4	5	6	7
14. Black people must organize themselves into a separate Black political force.	1	2	3	4	5	6	7
15. In general, others respect Black people.	1	2	3	4	5	6	7
16. Whenever possible, Blacks should buy from other Black businesses.	1	2	3	4	5	6	7
17. Most people consider Blacks, on the average, to be more ineffective than other racial groups.	1	2	3	4	5	6	7
18. A sign of progress is that Blacks are in the mainstream of America more than ever before.	1	2	3	4	5	6	7
19. I have a strong sense of belonging to Black people.	1	2	3	4	5	6	7
20. The same forces which have led to the oppression of Blacks have also led to the oppression of other groups.	1	2	3	4	5	6	7
21. A thorough knowledge of Black history is very important for Blacks today.	1	2	3	4	5	6	7
22. Blacks and Whites can never live in true harmony because of racial differences.	1	2	3	4	5	6	7

	Strongly Disagree			Neutral			Strongly Agree
23. Black values should not be inconsistent with human values.	1	2	3	4	5	6	7
24. I often regret that I am Black.	1	2	3	4	5	6	7
25. White people can never be trusted where Blacks are concerned.	1	2	3	4	5	6	7
26. Blacks should have the choice to marry interracially.	1	2	3	4	5	6	7
27. Blacks and Whites have more commonalties than differences.	1	2	3	4	5	6	7
28. Black people should not consider race when buying art or selecting a book to read.	1	2	3	4	5	6	7
29. Blacks would be better off if they were more concerned with the problems facing all people than just focusing on Black issues.	1	2	3	4	5	6	7
30. Being an individual is more important than identifying oneself as Black.	1	2	3	4	5	6	7
31. We are all children of a higher being, therefore, we should love people of all races.	1	2	3	4	5	6	7
32. Blacks should judge Whites as individuals and not as members of the White race.	1	2	3	4	5	6	7
33. I have a strong attachment to other Black people.	1	2	3	4	5	6	7
34. The struggle for Black liberation in America should be closely related to the struggle of other oppressed groups.	1	2	3	4	5	6	7
35. People regardless of their race have strengths and limitations.	1	2	3	4	5	6	7
36. Blacks should learn about the oppression of other groups.	1	2	3	4	5	6	7

SCORING INSTRUCTIONS FOR THE MULTIDIMENSIONAL INVENTORY OF BLACK IDENTITY (MIBI)

Reverse score all items that have a (R) next to them by subtracting 8 from each individuals' score on the item. Next, average the scores for each of the items within a particular subscale. DO NOT CREATE A SUM SCORE FOR THE ENTIRE SCALE. Because the MIBI is based on multidimensional conceptualization of racial identity, a composite score from the entire scale is inappropriate.

CENTRALITY ITEMS (8): 1(R), 6, 9, 13 (R), 19, 33, 48, 51 (R)

PRIVATE REGARD ITEMS (6): 4, 7, 8, 24 (R), 54, 55

PUBLIC REGARD ITEMS (6): 5, 15, 17 (R), 52 (R), 53, 56

ASSIMILATION ITEMS (9): 10, 18, 37, 39, 40, 41, 43, 44, 46

HUMANIST ITEMS (9): 23, 26, 27, 28, 29, 30, 31,32, 35

MINORITY ITEMS (9): 20, 34, 36, 38, 42, 45, 47, 49, 50

NATIONALIST ITEMS (9): 2, 3, 11, 12, 14, 16, 21, 22, 25

Multidimensional Inventory of Black Identity (MIBI)

	Strongly Disagree			**Neutral**			**Strongly Agree**
1. Overall, being Black has very little to do with how I feel about myself.	1	2	3	4	5	6	7
2. It is important for Black people to surround their children with Black art, music and literature.	1	2	3	4	5	6	7
3. Black people should not marry interracially.	1	2	3	4	5	6	7
4. I feel good about Black people.	1	2	3	4	5	6	7
5. Overall, Blacks are considered good by others.	1	2	3	4	5	6	7
6. In general, being Black is an important part of my self-image.	1	2	3	4	5	6	7
7. I am happy that I am Black.	1	2	3	4	5	6	7

	Strongly Disagree			Neutral			Strongly Agree
37. Because America is predominantly white, it is important that Blacks go to White schools so that they can gain experience interacting with Whites.	1	2	3	4	5	6	7
38. Black people should treat other oppressed people as allies.	1	2	3	4	5	6	7
39. Blacks should strive to be full members of the American political system.	1	2	3	4	5	6	7
40. Blacks should try to work within the system to achieve their political and economic goals.	1	2	3	4	5	6	7
41. Blacks should strive to integrate all institutions which are segregated.	1	2	3	4	5	6	7
42. The racism Blacks have experienced is similar to that of other minority groups.	1	2	3	4	5	6	7
43. Blacks should feel free to interact socially with White people.	1	2	3	4	5	6	7
44. Blacks should view themselves as being Americans first and foremost.	1	2	3	4	5	6	7
45. There are other people who experience racial injustice and indignities similar to Black Americans.	1	2	3	4	5	6	7
46. The plight of Blacks in America will improve only when Blacks are in important positions within the system.	1	2	3	4	5	6	7
47. Blacks will be more successful in achieving their goals if they form coalitions with other oppressed groups.	1	2	3	4	5	6	7
48. Being Black is an important reflection of who I am.	1	2	3	4	5	6	7
49. Blacks should try to become friends with people from other oppressed groups.	1	2	3	4	5	6	7

	Strongly Disagree			Neutral			Strongly Agree
50. The dominant society devalues anything not White male oriented.	1	2	3	4	5	6	7
51. Being Black is not a major factor in my social relationships.	1	2	3	4	5	6	7
52. Blacks are not respected by the broader society.	1	2	3	4	5	6	7
53. In general, other groups view Blacks in a positive manner.	1	2	3	4	5	6	7
54. I am proud to be Black.	1	2	3	4	5	6	7
55. I feel that the Black community has made valuable contributions to this society.	1	2	3	4	5	6	7
56. Society views Black people as an asset.	1	2	3	4	5	6	7

Scales and Subscales of the Multidimensional Inventory of Black Identity (MIBI)

Centrality Scale

1. Overall, being Black has very little to do with how I feel about myself. **(R)**
2. In general, being Black is an important part of my self-image.
3. My destiny is tied to the destiny of other Black people.
4. Being Black is unimportant to my sense of what kind of person I am. **(R)**
5. I have a strong sense of belonging to Black people.
6. I have a strong attachment to other Black people.
7. Being Black is an important reflection of who I am.
8. Being Black is not a major factor in my social relationships. **(R)**

Regard Scale

Private Regard Subscale

1. I feel good about Black people.
2. I am happy that I am Black.
3. I feel that Blacks have made major accomplishments and advancements.
4. I often regret that I am Black. **(R)**
5. I am proud to be Black.
6. I feel that the Black community has made valuable contributions to this society

Public Regard Subscale

1. Overall, Blacks are considered good by others.
2. In general, others respect Black people.
3. Most people consider Blacks, on the average, to be more ineffective than other racial groups. **(R)**
4. Blacks are not respected by the broader society. **(R)**
5. In general, other groups view Blacks in a positive manner.
6. Society views Black people as an asset.

(R) *items should be reverse coded.*

Ideology Scale (Continued)

Oppressed Minority Subscale

1. The same forces which have led to the oppression of Blacks have also led to the oppression of other groups.
2. The struggle for Black liberation in America should be closely related to the struggle of other oppressed groups.
3. Blacks should learn about the oppression of other groups.
4. Black people should treat other oppressed people as allies.
5. The racism Blacks have experienced is similar to that of other minority groups.
6. There are other people who experience racial injustice and indignities similar to Black Americans.
7. Blacks will be more successful in achieving their goals if they form coalitions with other oppressed groups.
8. Blacks should try to become friends with people from other oppressed groups.
9. The dominant society devalues anything not White male oriented.

Nationalist Subscale

1. It is important for Black people to surround their children with Black art, music and literature.
2. Black people should not marry interracially.
3. Blacks would be better off if they adopted Afrocentric values.
4. Black students are better off going to schools that are controlled and organized by Blacks.
5. Black people must organize themselves into a separate Black political force.
6. Whenever possible, Blacks should buy from other Black businesses.
7. A thorough knowledge of Black history is very important for Blacks today.
8. Blacks and Whites can never live in true harmony because of racial differences.
9. White people can never be trusted where Blacks are concerned.

Ideology Scale

Assimilation Subscale

1. Blacks who espouse separatism are as racist as White people who also espouse separatism.
2. A sign of progress is that Blacks are in the mainstream of America more than ever before.
3. Because America is predominantly white, it is important that Blacks go to White schools so that they can gain experience interacting with Whites.
4. Blacks should strive to be full members of the American political system.
5. Blacks should try to work within the system to achieve their political and economic goals.
6. Blacks should strive to integrate all institutions which are segregated.
7. Blacks should feel free to interact socially with White people.
8. Blacks should view themselves as being Americans first and foremost.
9. The plight of Blacks in America will improve only when Blacks are in important positions within the system.

Humanist Subscale

1. Black values should not be inconsistent with human values.
2. Blacks should have the choice to marry interracially.
3. Blacks and Whites have more commonalties than differences.
4. Black people should not consider race when buying art or selecting a book to read.
5. Blacks would be better off if they were more concerned with the problems facing all people than just focusing on Black issues.
6. Being an individual is more important than identifying oneself as Black.
7. We are all children of a higher being, therefore, we should love people of all races.
8. Blacks should judge Whites as individuals and not as members of the White race
9. People regardless of their race have strengths and limitations.

Appendix C:

Report

Highest MPS subscore		MIBI Centrality Score	MIBI Regard Score	MIBI Ideology Score
Self-Oriented	Mean	18.50	27.00	275.75
	N	4	4	4
	Std. Deviation	5.802	7.071	21.639
Socially Prescribed	Mean	11.50	30.50	262.00
	N	2	2	2
	Std. Deviation	12.021	3.536	9.899
Other-oriented	Mean	23.00	30.00	231.00
	N	1	1	1
	Std. Deviation	.	.	.
Total	Mean	17.14	28.43	265.43
	N	7	7	7
	Std. Deviation	7.647	5.503	22.868