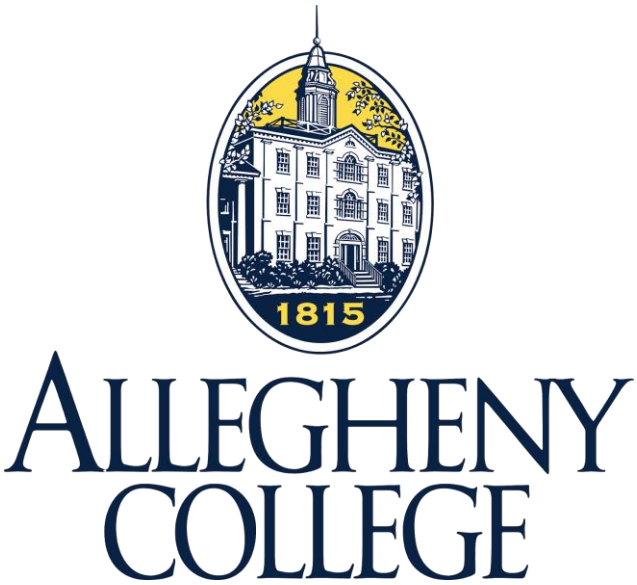
Multicultural Identity and Its Correlates Among Third Culture Young Adults



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Multicultural Identity and Its Correlates Among Third Culture Young Adults

A Senior Comprehensive Project

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This work is mine unless otherwise cited.

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Abstract

The United States is known for its diverse population, and multicultural individuals make up a significant portion of this diversity. The experiences of multicultural individuals in the United States can be complex and varied. While many embrace and celebrate their multiple cultural identities, others may struggle to find a sense of belonging or may face discrimination and prejudice based on their backgrounds. This study investigated the relationship between multicultural individuals' identity, cultural conflict, sense of belonging, and self-esteem, as well as potential gender differences that occurred. In the current study, multicultural identified participants (n=23) were recruited through Amazon's Mechanical Turk (MTurk) to complete surveys with self-report measures of identity, self-esteem, sense of belonging, and cultural conflict. Regression analyses showed that cultural conflict consistently predicted lower levels of self-esteem and sense of belonging, supporting the study's hypotheses. No significant gender differences were found with the exception of women showing higher collective identity than men. Limitations, implications, and future directions are discussed.

Keywords: Multicultural, Sense of Belonging, Identity, Self-Esteem

Multicultural Identity and Its Correlates Among Third Culture Young Adults

The United States is a land full of immigrants as it hosts more than any other country with more than one million arriving each year as permanent legal residents, asylum-seekers and refugees, and in other immigration categories (U.S Department of State, 2021). Many of them become naturalized citizens and begin to build their lives in the United States. After settlement, many learn how to adapt into 'American Culture.' Through this process of acculturation immigrants adapt to become proficient in the values, beliefs, and behaviors of a given culture (David Acevedo-Polakovich et al., 2014); they ultimately become bicultural and most times bilingual. In fact, in 2018, 67.8 million people reported being bilingual and 33.8 million people reported being multiracial (US Census 2018).

Although the terms bilingual and bicultural are very much intertwined, the Cambridge Dictionary defines being bilingual as being able to use two languages equally well and being bicultural as relating to several cultural or ethnic groups within a society (Cambridge University Press, 2005). Through this process however, there is much adjustment and constant negotiation which includes adapting previous behaviors to the host culture, understanding cultural norms and differences, and the ability to establish and maintain group membership. Although there are benefits of having the exposure of different cultures, for example having cultural sensitivity and adaptability as well as the understanding of different cultures, biculturalism is often marked by significant challenges and struggles (Hoersting & Jenkins, 2011). These may include the feeling of being culturally lost and stuck in between cultures, confusion regarding cultural identities, and overall loneliness and/or a sense of isolation in the host country. Though these challenges exist at every age, they may be particularly acute during youth - a critical time for the development of identity and personhood. The goal of the present study is to contribute to extant research by

examining identity, cultural conflict, sense of belonging, and self-esteem among multicultural emerging adults specifically looking at third culture individuals. In this literature review, it will mainly focus on third culture individual's acculturation, adaptation, and how that relates to their development, identity, sense of belonging and self-esteem. Furthermore, it will address the possible conflicts that might arise among third cultural individuals and if that differs among men and women.

Multicultural Identity and Third-culture individuals

There are many definitions of being multicultural ranging from general characteristics such as race, ethnicity, or religion (Nguyen & Benet-Martínez, 2013). However, in broad terms, those who are of mixed-race, mixed ethnicity, those who have lived in more than one country (immigrants, refugees, and sojourners), those cultivated with at least one other culture in addition to the mainstream culture (such as children of immigrants), and those in inter-cultural relationships may all be considered multicultural (Padilla, 2006). A third culture individual (TCI) is another prime example of being multicultural. These include adoptees, immigrants, children of immigrants, diplomats, and missionaries. Specifically, a third cultural individual is one who is being raised in a different culture than their parents or their country of nationality while also living in a different environment for a significant part of their development years which starts from age six and ends at eighteen years old. (Moore & Barker, 2012). This means the individual results in a cultural blend of his/her home as well as host culture which creates a 'third culture' (Lyttle et al., 2011). This does not mean that they fully know their identity however, it means that they are able to relate to different cultures as they are still finding who they are and how they identify themselves.

Although TCIs are multicultural individuals, multicultural individuals are not necessarily third cultural individuals. They both share many similarities in which they are both exposed to a different culture while still maintaining their 'home' culture, however, third culture individuals are raised in a different culture apart from their parents or their country of nationality in their significant part of their development years while living in a different setting. Multicultural individuals do not need to possess this quality. There are examples in which multicultural individuals move later after their developmental years to a different cultural setting or are able to possess multiple cultures within their home country such as children of immigrants. Despite their different 'qualities' of being multicultural and a third culture individual, their process of how they acculturate to a different cultural environment could be the same.

TCIs are still forming an identity and that may make for more identity confusion later because they feel both their "home" culture, but as well as the culture they currently reside in. Thus, they have two cultures they are experiencing in home and social life, but they do not feel they fully fit into either. There are many strategies that they do to try and 'fit in' to the best of their ability. For example, individuals who experience these different cultural geographical moves, they observe that behavior that was socially accepted or fit in one setting, may not be the same in the new cultural setting they move to (Hoersting & Jenkins, 2011). Thus, there is motivation to establish 'group membership' in that new environmental setting. Many of these individuals use the strategy of adaptation to help them acclimate to new environments. The use of adaptation is defined by "a process by which individuals upon relocating into an unfamiliar cultural environment, establish (or reestablish) and maintain a relatively stable, reciprocal, and functional relationship with the environment" (Lyttle et al., 2011, p.687). However, this can be a complex process in which the individual starts to learn and understand a different culture and

then being able to effectively function in a culture different from their native/home culture. Thus, this is where this confusion plays a role in the young individual's life.

However, some argue that acculturating to a new culture and being multicultural, is argued to be more of a benefit to other acculturation strategies as it is the most ideal for adjustment leading to greater benefits in all areas of life, including adjustment (Berry et. al., 2006). Some further argue that multicultural individuals are likely to be the most well-adjusted because they are competent in navigating both their home and mainstream cultures as they have the social support from both cultures (Mok et. al., 2007). On the contrary, others have argued that this is not always the case, in which the process of dealing with two cultures can place a burden on the individual and can consist of problems of identity, belonging, and/or self-esteem (Nguyen & Benet-Martínez, 2013). Andrea Moore and Gina Baker (2011), two psychologists, examined third cultural individuals between the ages of 6-18 years who had spent at least three of their developmental years outside of their passport country. These people included those who were children of missionaries and diplomats. From this study, they found they were able to shift identities depending on the cultural setting they were in, however there was still a lack of sense of belonging. This affected not only their self-identity, but also their self-esteem.

Identity, identity development, and identity conflict

Identity development is a crucial part of oneself. It is the process of exploring one's value and beliefs across different domains and time through which one is able to feel a sense of coherent integration and understand one's place in society (McLean et al., 2016). There are essential points in time where identity development is at work, however, it is important to note that it is a lifelong process. One of the most well-known models of identity development is Erik Erikson's theory of psychosocial development, which describes the eight stages of development

that individuals progress through from infancy to late adulthood. Erikson's theory (1950) states that in the adolescence stage, many start to inquire about their identity and start to enter the stage of self-exploration and start to establish a sense of personal and social identity. Both of these identities develop through many different ways; through experiences and the people in which one surrounds themselves with is where it is most developed. Personal and social identity are two of the main aspects that make up a sense of self identity as a whole. Personal identity is formed from the idea of one's beliefs or goals with culturally relevant roles. Previous research studies show that men and women who have a stronger sense of personal identity are more likely to arrive at a successful resolution of an identity crisis (Willetts & Clarke, 2014). Social identity on the other hand, refers to how one relates and explores oneself within a group (Tajfel, 1978). As a whole, it affects people's attitudes and behaviors regarding their group membership. When levels of social identity are high meaning when one has strong emotional ties to a specific group, they overall have a better sense of belonging and moreover their self- esteem levels also rise (Willetts & Clarke, 2014). Moreover, Willetts & Clark (2014) also found when both levels of social and personal identity are high among an individual, they tend to have overall higher self-esteem.

Having high levels of both personal and social identity is beneficial due to its strong intertwine with sociocultural factors such as language, and societal norms which play into cultural identity. Cultural identity is a part of one's self-identity which focuses on who one is as a person, and what one's values and beliefs are from those cultural groups to which one belongs (Szabo & Ward, 2015). Cultural identity is also important in how an individual acclimates interculturally. Szabo and Ward (2015) continue to state that for those who negotiate or live in between two cultures, it can be challenging and as a result, it is not uncommon to experience an identity crisis, including self-identity conflict which has detrimental effects on the adjustment of

acculturating individuals. Self-identity conflict as mentioned above occurs "when a person encounters difficulties in reconciling different components of identity that prescribe behaviors which are incompatible with each other" (Leong & Ward, 2000, p. 764). Individuals who have these cross-cultural transitions, in general, try to acclimate to the normative values, attitudes, and behaviors of their host countries. Leong and Ward further state (2000), if these commitments are inconsistent or incompatible with those of their cultures of origin, conflict may occur. An example is when immigrants feel a need to remain loyal to both sets of identities, they may encounter a sense of conflict (Leong & Ward, 2000).

Another example Leong and Wardwith (2000) found was with first-generation migrants who remained primarily connected to their culture of origin, but their children reported difficulties growing up between two different sets of identities and commitments. They are fighting between their "at home culture" of what their parents want/lived and their "social culture" of everything outside of the home creating tension of not only identity and self-esteem, but as well as finding a sense of belonging. These confliction associations among multicultural individuals are what will be examined in this present study and how they associate themselves as a group and their overall sense of self.

Self-esteem and Sense of Belonging in TCI's

As previously stated, a sense of identity plays a role in self-esteem refers to an individual's subjective evaluation of his or her worth as a person (Orth & Robins, 2014). It does not necessarily reflect a person's ability or skill, rather it emphasizes the feeling that one is 'good enough.' The lifespan trajectory of self-esteem shows that even though men tend to have a higher level of self-esteem, gender does not have a strong influence on its development. Orth and Robins (2014) found that being vulnerable to low self-esteem during developmental periods

(emerging adulthood) can predict and help identify risk factors for problematic developmental trajectories. With this, they also found self-esteem influences life outcomes. In previous studies, there was a general pattern that high self-esteem is a predictor of success which is an important factor of development among individuals (Orth & Robins, 2014). Not only does self-esteem play a role in an individual's subjective evaluation of his or her worth as a person, how well of sense-of belonging one has to a specific group(s) (Hagerty et. al., 1996). They continue to argue when individuals feel a sense of belonging to a group or community, they often experience a boost in self-esteem. This is because being accepted and valued by others can reinforce an individual's perception of their own worth. It has shown that a sense of belonging is particularly important for adolescents, as they are in a period of identity formation and may be particularly sensitive to social rejection or exclusion. As a result, a sense of belonging and self-esteem are mutually intertwined and reinforce each other. When levels of sense of belonging are high, it leads to higher levels of self-esteem.

Among multicultural individuals, as said beforehand, there can be a struggle with having a higher self-esteem and sense of belonging. Ways in which a higher self-esteem can be reached is when there is a social acceptance and recognition of cultural identities (Verkuyten, 2009). However, finding a sense of belonging can be a complex process for TCIs, as they may feel like they do not fully fit into any one cultural group. This can lead to feelings of isolation, confusion, and even a sense of cultural homelessness. TCIs may also struggle with developing a strong sense of self-esteem, as they may feel like they are not fully accepted or understood by others in any one culture. Having a strong and positive cultural identity is associated with high levels of self-esteem. Group identity is an example in which it can provide a sense of belongingness and inclusion that enhances positive self-feelings. When one feels like they have a group they belong

to, they are able to be part of something and have a sense of home. However, this can be hard to find because in many cases, they feel disadvantaged because they feel too engrossed in one culture and not in the other or vice versa. It is important to note that there are stereotypes that come with associating with groups as well. In many cases, some individuals can be seen as "too much" of one culture and not the other. A research study conducted by Raquel Hoersting and Sharon Jenkens (2011), explores the relations between several factors pertaining to cultural homelessness, attachment to cross-cultural identities, and self-esteem. The researchers conducted an online survey that measured the strength of affirmation, belonging, and commitment to a self-labeled cross-cultural identity. Data was collected and showed that those who had experienced cultural homelessness, but expressed greater commitment to any cross-cultural label or identity tended to be higher in self-esteem than those who did not exhibit that commitment.

Gender Differences among Multicultural Individuals

When defining gender, this study will use the definitions of cisgender-female and cisgender male, i.e., people whose gender identity matches the sex they were assigned at birth. Gender differences have been consistently found when it comes to biological aspects (Taylor, 1996), social and emotional development (Taylor, 1996) & (Brody, 1985), and behavioral norms (Güngör & Bornstein, 2013) etc. Men and women show differences from quite a young age as findings suggest that initially biological attributes cause differences between males and females and then later the role of environment comes into play (Van De Vijver & Fons, 2007). As they grow older, they adhere to gender norms and roles that society has set to help them with their development of being a man or a woman. Looking over through cultures, they vary greatly in the way men and women are viewed and their roles in society. TCIs may have experienced several cultures that hold contradictory views of gender. With multiple cultural influences they may

struggle to come to terms with the diverse definitions of male and female. Women often receive mixed messages about their gender, and this can be especially confusing for women growing up in multiple cultures. The host culture may believe one thing about women, while her parents may model something completely different. This goes the same for men as well. Again, their host culture may have a certain standard of the role of men while their parents have different views/standards. As a result of this when men and women acculturate into a new culture that process will also differ. This is called gendered acculturation; it is related to how males and females negotiate between their commitments to their heritage and mainstream cultures (Güngör & Bornstein, 2013). In previous research, it was shown that females and males process acculturation differently which can make it more difficult or easy for them. Research has shown that across cultures females may have an 'easier' time in acculturating in general but exhibit more symptoms of psychological distress in terms of depression and anxiety. However, men were more frequently diagnosed with behavioral and personality disorder (Tanaka-Matsumi & Draguns, 1997). Generally, females are deemed more likely to be able to negotiate and differentiate between their native and mainstream culture, thus, they are more likely to show biculturalism (Güngör & Bornstein, 2013). Males, however, tend to be unable to differentiate the pattern in their acculturation and as a result it can result in internal conflict or a longing search for identity (Berry et al., 2006).

Research has also shown that age makes a difference in how easily they acculturate into different cultural settings as there have been multiple studies looking at youth and adolescents (Güngör & Bornstein, 2013 & Nguyen & Benet-Martínez, 2013) Young girls and boys acculturating or migrating may be quick to develop new coping strategies that can help them with stressors that they are facing. They are able to learn new languages, alter their views and

adapt their behavior with more ease than adults do (Frankenberg et al., 2013). Even though youth have an easier time acculturating, issues still arise. In a study, by Berry et.al (2007), they examined immigrant boys and girls and found that immigrant boys scored lower on sociocultural adaptation compared to immigrant girls, however, boys showed better psychological adaptation. This emphasizes how genders are raised and what is deemed important to them in order to be successful in society.

The Present Study

Extant research has found positive correlations between self-esteem and sense of belonging among multicultural individuals, as well as with sense of belonging and identity. However, previous research has mostly focused on immigrants or TCIs in general. The purpose of the present study is to examine a multicultural individual's sense of identity, its relationship with cultural conflict, sense of belonging, and self-esteem in a population of young multicultural individuals within the ages between 18-25. Moreover, the study seeks to investigate if there are gender differences among these relationships.

It is predicted that:

1. Personal identity (measured by AIQ-PI) should:
    a. positively correlate with:
        i. collective identity (measured by AIQ-CI)
        ii. self-esteem (measured by RSE)
        iii. Sense of belonging (measured by SOBI-P)
    b. negatively correlate with
        i. identity conflict (measured by ECICS)
2. Collective identity (as measured by AIQ-CI) should:

   a. positively correlate with:
      i. self-esteem (RSE)
      ii. sense of belonging (SOBI-P)
   b. negatively correlate with:
      i. identity conflict
3. Self-esteem (as measured by RSE) should:
   a. positively correlate with:
      i. sense of belonging
   b. negatively correlate with:
      i. identity conflict
4. Sense of belonging should:
   a. negatively correlate with:
      i. identity conflict
5. In a multiple regression, self-esteem will be positively predicted by personal identity, collective identity, and sense of belonging, but negatively by cultural conflict.
6. In a multiple regression, sense of belonging will be positively predicted by personal identity, collective identity, and sense of belonging, but negatively by cultural conflict.
7. Gender differences should be present:
   a. Men will be higher on sense of belonging compared to women.
   b. Men will be higher on self-esteem compared to women.

c. Men will be lower on sense of cultural and personal identity compared to women.

Method

Participants

Through MTurk, a total of 45 participants originally began this survey. Four participants identified their age as under 18 and as such were ineligible to complete the study. Five people were excluded after completing the screener questionnaire because they either did not currently live in the US or they did not meet the requirements that would classify them as third-culture individuals. Following the aforementioned definition of an individual who can successfully hold multiple cultural identities (Baker 2001), and specifically looking at third culture individuals. This included adoptees, immigrants, children of immigrants, diplomats, missionaries, and third culture individuals. An additional thirteen participants failed the necessary requirement of correctly answering two out of three attention checks. As a result, the final sample consisted of 23 participants who completed the questionnaires. From the sample, 77% identified as male and only 22% identified as female. From the screener questionnaire, responses showed 43% of individuals were children of refugee or immigrant parents, 34% of individuals were born in one culture, but raised in another for at least 3 years between the ages of 6-18, 36% of individuals were an adoptee who have learned about their birth parents culture but grew up in a different culture from their birth parents, 31% of individuals spent at least 3 years between the ages of 6-18 living in a country, or culture outside their passport issuing country, 26% of individuals have lived outside their parent(s) home country for at least 3 years between the ages of 6-18, and 26% of individuals have more than one citizenship and lived in both cultures. In addition, their ethnicity and race were collected: 77% of individuals were Caucasian, 14% of individuals were

African American, 11% of individuals were Asian or Pacific Islander, 11% of individuals were Hispanic, Latino, or Spanish, origin, 8% of individuals were Native American or Alaskan Native, 8% of individuals multiracial or biracial, and 5% of individuals were a race or ethnicity not listed here. Age was not collected due to administrative error. These participants were compensated 50 cents upon completion.

Materials

Eligibility Screener

A demographic questionnaire was used in order to determine whether participants were eligible for inclusion in the study based on works that defines third cultural individuals (Moore & Barker, 2012; Hoersting & Jenkins, 2011; and Rustine, 2018). This consisted of multiple questions that asked about ethnicity, culture, and identity. There was one question that allowed for multiple answer choices listing different definitions of third cultural individuals in which they had to meet at least one of them to be included in the study.

Instructional Attention Checks

Following recommendations by Oppenheimer et al. (2009) & Hauser & Schwarz (2016), three instructional attention checks were embedded in the questionnaires, specifically, participants were asked to respond to the following questions during the questionnaires to ensure attention. Questions looked like “Please click somewhat important to my sense of who I am, I often feel confused about my identity. Please ignore this prompt and click on agree”, and “In the US, you would dial 112 to call emergency services.” It was shown that online MTurkers do overall well with attention checks which increased statistical power (Oppenheimer et al. 2009).

Aspects of Identity Questionnaire (AIQ-IV)

The Aspects of Identity Questionnaire was one of the ways to evaluate general sense of identity and collective identity for participants (Cheek & Briggs, 2013). This was measured on two sub-scales containing 18 items in total (8 items for Collective Identity and 10 items for personal identity). It described different aspects of identity with a 5-point Likert Scale format (1= Not important to my sense of who I am, 5 = Extremely important to my sense of who I am). Higher scores indicate a more well-developed sense of self. Sample items included questions on personal thoughts, goals, and own feelings "My personal values and moral standards…are an important part of who I am" for personal identity and "Being a part of the many generations of my family… is an important part of who I am" for collective identity. Previous research has supported reliability and validity (e.g., Mehri et al., 2011). For full scale see appendix C.

Ethno-Cultural Identity Conflict Scale

The Ethno-Cultural Identity Conflict Scale (Ward et. al., 2011), is a 20-item scale measuring a person's ethnocultural identity and identity conflict. Participants were asked to answer items using a 4-point Likert Scale (1 = Strongly disagree to 4= strongly agree). Four items 1, 11, 17, and 18, were scored by reversing the items and a total score was calculated. A higher score indicates greater Ethno-cultural identity. Sample items include "No matter what the circumstances are, I have a sense of who I am." Previous research supports the internal reliability test-retest reliability, and predictive validity of this measure (e.g., Szabo & Ward, 2015, Ward et. al., 2011). For full scale see appendix D.

Sense of Belonging Instrument (SOBI-P)

The Sense of Belonging Instrument (Hagerty et al., 1995) is an 18-item scale examining feelings about sense of belonging. Participants were asked to respond to a series of statements using a 4-point Likert Scale (1 = strongly disagree, 5 = strongly agree). Sample items included "I

often wonder if there is any place on earth where I really fit in." One of the scale's items was positively worded. All items were reversed with the exception of one positively worded question so that higher scores indicated a higher sense of belonging. For full scale see appendix E.

Rosenberg Self-Esteem Scale

Self-esteem was assessed using the Rosenberg Self-Esteem Scale (Rosenberg, 1965), a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. All items were answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Five of the items were reverse scored (2, 5, 6, 8, 9) and a total scale score was then calculated. The higher scores indicated higher levels of self-esteem. Sample items included "I feel that I have a number of good qualities, I feel I do not have much to be proud of." This scale has demonstrated adequate reliability and validity in previous studies (e.g., Gray-Little, 1997, Baumeister et. al., 2003). For full scale see appendix F.

Procedure

From Mturk, participants were redirected to SurveyMonkey. Prior to participating in the study, participants read an informed consent form to ensure they were at least 18 years of age and agreed to participate. They were prevented from completing any questionnaires if they were younger than 18 or chose not to participate. Once they checked and signed the form, they were redirected to a screener questionnaire to see if they were eligible for this study. If they were not eligible, they were dismissed from study. If they were eligible, they then were directed to the survey consisting of the Aspects of Identity IV questionnaire (Cheek & Briggs, 2013), Ethno-Cultural Identity Conflict scale (Ward, et. al., 2011), the Sense of Belonging Instrument (Hagerty

& Patusky,1995), and finally by the Rosenberg Self-Esteem Scale (Rosenberg, 1965). After completing all the questionnaires, they completed a demographic survey, then participants were debriefed and informed on the purpose of the research study. Completing these questionnaires took about 10 minutes and they were then compensated 50 cents for their time and efforts if they correctly answered 2 out of three attention checks.

Results

Scale Analysis

Identity

The Aspects of Identity Questionnaire IV (AIQ-IV) evaluated general sense of identity. Two subscales, personal identity and collective identity from the AIQ-IV were used to measure participants' importance of identity across 18-items (8 items for Collective Identity and 10 items for personal identity). Due to an administrative error, one item in the collective identity subscale was administered twice, so the final item count was 17. A reliability analysis showed that each scale had acceptable reliability, α=.78 for the personal identity scale and α= .81 for the collective identity scale. Scale averages were calculated for AIQ-PI (*M*= 3.62, *SD*=0.55) by averaging the 10-item scale. The same procedure was done to the AIQ-CI (*M*=3.33, *SD*=0.72) by averaging the 7-item scale. Higher scores indicated a greater sense of that specific identity status.

Cultural Conflict

The Ethno-Cultural Identity Conflict Scale measured a person's ethnocultural identity and identity conflict. Four items were reversed coded and averaged so that higher scale scores indicated higher identity confusion. A reliability analysis was completed and indicated good reliability, α=.89. The scale score (*M*=2.80, *SD*=0.48) was calculated by averaging the 20 items.

Sense of Belonging

The Sense of Belonging Instrument examined lack of belonging dealing with feelings about sense of belonging. For this scale, all items were reversed with the exception of one positively worded question so that higher scores indicated a higher sense of belonging. A reliability analysis was completed and showed good reliability α=.92. A scale score was calculated (*M*=2.39, *SD*=0.55) by averaging the 18 items.

Self-Esteem

Self-esteem was assessed using the Rosenberg Self-Esteem Scale. Five items were reversed coded so that higher scores indicate higher self-esteem. A reliability analysis was carried out, however α=0.43, suggesting insufficient reliability and as such further analyses using this scale should be interpreted with caution. A scale score was calculated (*M*=2.61 *SD*=0.31) by averaging 10 items.

Correlations among Scales

It was predicted that one's sense of personal identity (as measured by the AIQ-PI) would be positively correlated with one's sense of collective identity (as measured by the AIQ-CI), self-esteem (as measured by the RSE), sense of belonging (as measured by the SOBI), and negatively correlated with identity conflict (as measured by the ECICS). Although not significant, as predicted, personal identity was positively correlated with collective identity, sense of belonging, and self-esteem, and negatively with cultural conflict. For collective identity, it was predicted to have a positive correlation with personal identity (as measured by the AIQ-CI) self-esteem (as measured by the RSE), sense of belonging (as measured by the SOBI), and negatively correlated with identity conflict (as measured by the ECICS). However, contrary to predictions, self-esteem and sense of belonging were negatively correlated having statistical significance. In addition, cultural conflict was positively correlated contrary to predictions, yet having no significance.

Self-esteem was predicted to positively correlate with sense of belonging (as measured by the SOBI) and to negatively correlate with identity conflict (as measured by the ECICS). Self-esteem as predicted, positively correlated with sense of belonging and negatively correlated with cultural conflict with high statistical significance. The final hypothesis was sense of belonging would negatively correlate with identity conflict (ECICS). Sense of belonging as predicted negatively correlated with cultural conflict with high statistical significance (see Table 1).

Predicting Self-Esteem

A multiple regression was run in order to test if aspects of cultural and personal identity, cultural conflict, and sense of belonging predicted self-esteem when predictors were entered simultaneously. Self-esteem was hypothesized to be positively predicted by personal identity, collective identity, and sense of belonging, but negatively by cultural conflict. Contrary to predictions, neither predictor significantly predicted self-esteem (all *p*s >.05), and while coefficients for personal identity and cultural conflict were in line with hypotheses, collective identity and sense of belonging negatively predicted self-esteem (though p-values also did not reach significance). For all coefficients, please see Table 2.

Predicting Sense of Belonging

A multiple regression was run in order to test if aspects of cultural and personal identity, cultural conflict, and self-esteem predicted sense of belonging when predictors were entered simultaneously. Sense of belonging was hypothesized to be positively predicted by personal identity, collective identity, and sense of belonging, but negatively by cultural conflict. As predicted, cultural conflict negatively predicted sense of belonging. However, contrary to predictions, all other variables negatively (and non-significantly) predicted sense of belonging. For all coefficients, please see Table 3.

Gender Analysis

It was hypothesized that men would be higher on sense of belonging and self-esteem compared to women, however lower on sense of collective and personal identity. Independent samples t-tests were run. In line with predictions, women showed higher collective identity (*M*=3.78, *SD*=.81) than men (*M*=3.11, *SD*=.58), *t* (19) = -2.17, *p*=.04, Cohen's d= -1.0. Contrary to predictions, no gender differences were found for sense of belonging, *t* (19) = 1.46, *p*=.16, Cohen's d=.66; self-esteem, *t* (21) = -.27, *p*=.79, Cohen's d=-.12, or personal identity, *t* (21) = -1.01, *p*=.32, Cohen's d= -.44. For descriptive Statistics, see Table 4.

Discussion

The aim of the present research was to look at a multicultural individual's sense of identity and its relationship with cultural conflict, sense of belonging, and self-esteem. The present study examined if there were gender differences among these variables. Overall, research on multicultural individuals suggests that the experience of navigating multiple cultural identities can be complex and challenging, but also a benefit as it can be easier adapting to new environmental settings. Research has also found that many multicultural individuals experience a lack of sense of belonging and self-esteem even if they are able to "fit in" within their community due to their own cultural conflict they were facing. What was particularly interesting in this study was that cultural conflict always significantly predicted lower self-esteem and sense of belonging. Gender was something that was also interesting, as the only significant gender difference was with collective identity. The results of the study, for the most part, supported the present hypotheses. As predicted, cultural conflict always emerged as a significant predictor of lower self-esteem and sense of belonging in regression analyses. Meaning when cultural conflict levels were high, levels of self-esteem and sense of belonging were low. As such, the most

consistent finding of this study is that cultural conflict or the sense that an individual fits neither in their current culture nor their culture of heritage, negatively predicts belonging and self-esteem. In fact, the correlation between sense of belonging and cultural conflict was -.92, which is high enough to suggest that cultural conflict is nearly the opposite of a sense of belonging. A similarly high correlation emerged between cultural conflict and self-esteem at -.76, suggesting that low self-esteem and cultural conflict tend to go hand-in-hand in the current sample. While the correlation between cultural conflict clarity and self-esteem is consistent with extant research, e.g., a study by Usborne and Taylor (2010) that used the Cultural Clarity scale instead of the Ethno-Cultural Identity Conflict scale, the magnitude of the relationship of considerably higher in the present study than in previous studies (in Usborne and Taylor it was .18). In this study Usborne and Taylor (2010) used a sample of 135 undergraduate students from a Canadian university comprising 32 men and 102 women, and one who did not specify their gender to assess self-esteem and self-concept clarity scale. Given the vast difference in size and the imbalance between men and women in this study like the present study, this could contribute to the results of the study. Additionally, this study was conducted in a different country so there could be cultural aspects that factor into the results. This study was also conducted in 2009 so the effect of different years can be significant as social, political, and economic factors can change over time. For example, the attitudes and behaviors of people may change due to new policies or cultural shifts, which can affect the findings of the study. Collective identity, although not significant, was close to being a negative predictor of self-esteem. No other variables emerged as predictors. In correlation analyses, self-esteem and sense of belonging were strongly positively correlated. This makes sense because the more an individual feels like they belong to a community, the more self-esteem one has, although the direction of causality is unclear.

Furthermore, the correlation between sense of belonging and collective identity was predicted to be positive. However, this is not what happened. Contrary to predictions, it turned out to be negative meaning the higher one's collective identity was, the lower their sense of belonging and self-esteem levels were. The reason this may occur is because even though one might find these collective values important, it does not mean that they will have higher levels of self-esteem or sense of belonging. Due to how important they are to them; they might have a harder time belonging or having those high levels of self-esteem and as a result have higher levels of cultural conflict as presented here. When belonging to a particular cultural group, it can be a source of pride and identity for an individual. However, it can also create a sense of pressure to conform to certain cultural norms and values. This pressure to conform can lead to feelings of inadequacy or low self-esteem if an individual perceives that they are not living up to these expectations. Furthermore, when an individual holds certain values and beliefs that are highly important to them, they may feel a sense of discomfort or even conflict when their cultural group's values and beliefs contradict or challenge their own. This can create a sense of tension or dissonance, which can contribute to feelings of isolation or not fully belonging to the group. In fact, a previous study by Moore and Baker (2011) revealed that sense of belonging and having a cultural identity are not necessarily one and the same. Participants described their ability to shift between different cultural identities or blend identities without necessarily feeling a sense of belonging to any of them. This is where again, the idea of collective identity comes into play as it refers to identifying oneself as a member of a larger group or social category based on a shared sense of belonging, values, beliefs, and behaviors that characterize which encompasses cultural identity. Like in this study and Moore and Bakers (2011) sense of belonging and self-esteem had a negative correlation with collective identity. From this, we have learned that collective identity

and sense of belonging are related, but very distinct concepts that have complex and sometimes contradictory relationships. Although no other correlations were found significant, most were predicted correctly. It was predicted that collective identity would positively correlate with personal identity and as predicted there was a positive correlation. With personal identity as predicted there was a positive correlation with both self-esteem and sense of belonging and a negative correlation with cultural conflict. This is understandable because when one is more sure of their personal identity, their levels of self-esteem and sense of belonging would be high and their cultural conflict low. On the contrary, it was predicted that collective identity would negatively correlate with cultural conflict, however there was a positive correlation. This means, the more important one's community is to one's identity, the higher the cultural conflict. Even though predicted incorrectly in the present study, this is understandable as individuals who strongly identify with their community and their values may feel pressure to conform to the norms and expectations of their group and as a result experience cultural conflict.

For both male and female participants, independent sample t-tests were conducted to examine any differences between each variable. It was hypothesized that men would be higher on sense of belonging and self-esteem compared to women, however lower on sense of cultural and personal identity. There was no significant difference between the men and women among sense of belonging, self-esteem, and personal identity. However, this was not consistent with other previous studies. In Kling et al's (1999) study, they found that male-self-esteem was higher, but the difference was small. There was a significant difference in the present study in collective identity among men and women (p=.04), suggesting that women identified belonging to their community as slightly more important than men. However, we have to be cautious when interpreting gender results as there was a sizable imbalance among men and women, and sample

sizes of both were small. There may be several reasons why there is a significant difference in collective identity between men and women. One potential reason is related to gender socialization and cultural norms. In many societies, men and women are socialized differently and encouraged to adopt different gender roles, which can shape their collective identity. For example, men may be socialized to identify strongly with their occupation or career, while women may be socialized to identify more strongly with their family roles and relationships as it was partly found in Taylor's study (1996). This could lead to differences in the types of groups or communities with which men and women identify, as well as the extent to which they prioritize collective identity over individual identity. Furthermore, social and cultural attitudes towards gender and gender roles may influence the extent to which men and women feel comfortable expressing or identifying with collective identity. For example, in some societies, men may feel more pressure to prioritize individual identity and avoid expressing emotional or relational connections, while women may feel more pressure to prioritize collective identity and downplay individual achievements or aspirations.

Limitations and Future Directions

There were multiple limitations for this present study such as there was a very restricted age range 18-25; (due to an administrative error, age was not actually assessed, and an average score could not be calculated among participants) along with the requirements in order to participate in the study. Thus, it was unclear that they were actually in the ages of 18-25. Future studies should ask individuals to enter their age as it is an important factor to assess, especially because the age that is being studied is during a significant period of developmental and transitional stages in a person's life. Nonetheless, having restrictions on both age and who could participate in the study, the sample size was smaller than intended. Similarly, twice as many men

completed the study as women, which means gender differences reported in this study should be interpreted with caution. Thus, the results could be skewed one way or the other due to the imbalance of men and women. Future studies should focus on recruiting more of a balance between each gender to get a better representation of possible gender differences that may occur. Another limitation was the Rosenberg Self-esteem scale resulted in very low reliability. Due to this, this had to be interpreted with caution and could not trust the results. In addition, participants were recruited through Amazon's Mechanical Turk (MTurk) and although MTurk has proven to be a useful tool due for many studies (e.g., Arditte et al., 2016; Autin et al., 2017; Mortensen & Hughes, 2018) there are limitations to using it. Some of these limitations from these studies include self-report bias, sample selection, limited control, and quality control. It is important to note that MTurk participants are not a fully accurate representative sample of the population due to this being a volunteer self-selected way of measurement. MTurk studies require the use of the internet, computer, and the time to answer and complete the surveys. As a result, we only are able to get that specific population who has the resources to do that. In Autin et al. 's (2017) study, one of their limitations using the sample was likely biased toward higher socioeconomic status Indian individuals as the questionnaires were only administered in English. This present study was only in English as it could be a hindrance for multicultural individuals for English may not be their first language and they never had the opportunity to learn English as a second language. Thus, further studies should provide different languages for participants who are not native English speakers. Furthermore, everything is self-report, thus there can be self-report bias. In result, this can lead to low-quality data that is not representative of the true attitudes or behaviors of the population being studied due to under or overreporting the participants. This limitation was consistent with Arditte et al. (2016) as they believed there was a

possibility of participants under/overreporting their psychological symptoms. Implementing this study to be in person could be the next step to increase data quality and control. In this study, these were only quantitative survey questions, thus there is a possibility that these answers could under rate or over rate their true attitudes and opinions of the questionnaires. Future direction should add qualitative questions to more closely examine the factors that associate with identity, self-esteem, cultural conflict, and sense of belonging as well. In addition, having a greater sample size would increase the external validity and statistical power of the study meaning it can provide more accurate and reliable results, as it reduces the likelihood of random error and allows for a better representation of the population being studied. Having a larger sample size provides more information about the characteristics of the population and can help to identify patterns or relationships that may not be apparent in smaller samples like this present study. Future studies should also implement questionnaires in randomized order, which was not done in the present study and may have resulted in order effects, such that a previous questionnaire's items may have systematically affected responses to a subsequent questionnaire. This is one reason why the self-esteem measure had such a low reliability. Moreover, to investigate this study further, future direction should breakdown the TCIs by category and examine different types of TCI's and how they compare and contrast to each other as a whole. One last thing to note is that the direction of causality is unclear as there could be a third variable that plays into why and how these variables are correlated.

Conclusion

The United States is often said to be "a nation built by immigrants". Due to this, millions of individuals from all different kinds of backgrounds come to the US to settle and make a life for themselves. Many learn how to acclimate to what is called "the American way of life."

However, this process can be difficult for many as they compromise their home culture in order to adapt to a new one. The present study shows the relationship between cultural identity, cultural conflict, sense of belonging, and self-esteem among multicultural individuals. The results highlight the negative association between cultural conflict and self-esteem and sense of belonging. Although the present study's design precludes causal conclusions, experiencing high levels of cultural conflict during adolescence may affect self-esteem during a critical time in youth's lives. It also suggests that high levels of collective identity may not always correlate with high levels of sense of belonging or self-esteem, as individuals may struggle to reconcile their personal identity and with their culture. It is important to note that there was significance between men and women among collective identity. This shows us that women are able to have a stronger sense of group identity than men. Knowing this, we can look further into these gender differences and why this occurred and not others. We again have to remember that the direction of causality is unclear as there could be other factors and third variables that can impact these present variables. Further research is needed to better understand the complex relationships between identity, cultural conflict, self-esteem, and sense of belonging to better support multicultural individuals in their personal and social lives.

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Table 1.

Means, standard deviations, and intercorrelations of all variables.

	Variable	*M*	SD	1	2	3	4
1.	Personal Identity	2.1	.32	-			
2.	Collective Identity	3.3	.72	.35	-		
3.	Cultural Conflict	2.6	.48	-.19	.40	-	
4.	Sense of Belonging	2.4	.55	.032	-.52*	-.92***	-
5.	Self-Esteem	2.6	.31	.42*	-.41	-.76***	.57**

Note. *$p < .05$, **$p < .01$, ***$p < .001$

Table 2.

Regression coefficients for predicting Self Esteem (*N=23*)

Predictors	B	SE(B)	*β*	*t*	*p*
Personal Identity	.32	.20	.32	1.6	.14
Collective Identity	-.18	.09	-.40	-2.1	.06
Cultural Conflict	-.63	.31	-.97	-2.0	.07
Sense of Belonging	-.34	.32	-.49	-1.0	.32

Table 3.

Regression coefficients for predicting Sense of Belonging (*N=21*)

Predictors	B	SE(B)	*β*	*t*	*p*
Personal Identity	-.22	.18	-.15	-1.2	.25
Collective Identity	-.06	.08	-.09	-.70	.50
Cultural Conflict	-.99	.13	-1.0	-7.8	<.001
Self-Esteem	-.25	.24	-.17	-1.3	.32

Table 4.

Descriptive Statistics for gender analyses

	Men (n=15)		Women (n=8)					
	M	*SD*	*M*	SD	df	*t*	*p*	Cohen's d
AIQ-PI	2.1	.30	2.2	.37	21	-1.0	.32	-.44
AIQ-CI	3.1	.58	3.8	.81	19	-2.2	.04	-1.0
CSS	2.5	.50	2.7	.43	19	-.89	.39	-.41
SOBI	2.5	.53	2.2	.53	19	1.5	.16	.66
Self-Esteem	2.6	.36	2.6	.20	21	-.27	.79	-.12

Note. AIQ-PI = *Aspects* of Identity Questionnaire- Personal Identity, AIQ-CI = Aspects of Identity Questionnaire-Cultural Identity, CCS= Ethno-Cultural Identity Conflict Scale, SOBI= Sense of Belonging Instrument, Self-Esteem = Rosenberg Self-Esteem Scale

Appendix

Overview

Appendix A. Screener Questionnaire

Appendix B. Informed Consent (Sense of Belonging, Identity, and Self-Esteem)

Appendix C. Aspects of Identity Questionnaire

Appendix D. The Ethno-Cultural Identity Conflict Scale Questionnaire

Appendix E. Sense of Belonging Instrument Questionnaire

Appendix F. Rosenberg Self-Esteem Scale Questionnaire

Appendix G. Demographic Survey

Appendix H: Debriefing Form

Appendix A: Screener (to be presented *before* participants see the informed consent for the actual study, and only if they are eligible)

Screener

Check yes to all that apply:

- I am a child of refugee or immigrant parent(s) - at least one of whom speaks their native language at home and/or shares their cultural customs with me.
- I was born in one culture but raised in another culture for at least 3 years between the ages of 6-18 (e.g., because my parents were diplomats, missionaries, or worked abroad for other reasons).
- I am an adoptee who has learned about my birth parents' culture but grew up in a different culture from my birth parents.
    - age at adoption: _____
- I spent at least 3 years between ages 6-18 living in a country or culture outside my passport-issuing country.
- I have lived outside my parents/ (or one of my parents') home country for at least three years between ages 6-18.
- None of the above applies to me. (In which case participants will be informed that they do not qualify for the study, and they will not be sent to the informed consent and the actual study)

Appendix B: Research Participation Consent Form

Research Participation Consent Form

Sense of Belonging, Identity, and Self-Esteem

Allegheny College

Department of Psychology

Purpose of Research: The purpose of this study is to examine the relationships between identity, cultural identity, sense of belonging, and self-esteem.

Procedure: I understand that I will be asked to complete a number of questionnaires about personal identity, cultural identity, sense of belonging, and self-esteem. The survey should take no more than 15-20 minutes.

Risks to the Individual: I understand that there will be no more risk other than what is normally experienced in everyday life.

Benefits of participation: I understand that there will be no direct benefit to me for my participation in this study. However, the information obtained from this study will hopefully benefit science and further an understanding of the experiences of third-culture individuals.

Compensation: I understand that I will receive $.50 through MTurk if I complete this study. PLEASE NOTE that this survey may include attention checks to ensure that participants are finishing tasks completely and honestly and to screen out bots and individuals who are not eligible to take the survey. If you are screened out in this manner, the survey will end, and you should return the HIT in order to avoid your work being rejected. You must accurately complete 2 out of 3 attention checks to receive compensation. <u>If you fail these attention checks, you will NOT receive compensation.</u>

Confidentiality:

I understand that my name will never be associated with the data I provide and will thus be confidential. I understand that the researcher is interested in patterns in the data as a whole as opposed to individual responses and scores. Any reports made based on the data will focus solely on these general patterns. Furthermore, I understand that all data will be stored by Survey Monkey's protected server and when the data I provide today are no longer needed, they will be destroyed.

All claims made in the paragraph above apply solely to the research team. However, these same confidentiality claims are not made on behalf of Amazon.com, Inc. As noted in Amazon's privacy notice provided at the time you signed up to be an MTurk worker, 'Amazon Mechanical Turk Amazon Mechanical Turk knows that you care how information about you is used and shared, and we appreciate your trust that we will do so carefully and sensibly. Please note that Amazon Mechanical Turk, Inc. (a subsidiary of Amazon.com, Inc.) owns and operates this site and associated products and services. Amazon Mechanical Turk follows the same information practices as Amazon, and information we collect is subject to the Amazon Privacy Notice. By visiting or accessing Amazon Mechanical Turk, you are accepting the practices described in the Amazon Privacy Notice.' According to Amazon, this includes collecting information such as your streamed videos, your purchases, your IP address, and your time zone among others. Again, although the research team will NOT collect this information, Amazon.com, Inc may.

Voluntary Nature of Participation: I understand that I do NOT have to participate in this research project. Furthermore, I may choose to withdraw my participation at any time without penalty.

Results of Research Project: I understand that I am entitled to a copy of the results once this study is completed, and it will be available by email if I choose to do so.

Contact Information: If I have any questions about this research project, I can contact Ella Swan at swane@allegheny.edu or the research advisor, Dr. Lydia Eckstein at leckstein@allegheny.edu or 814-332-5955. If I have any questions or concerns about the treatment of research participants in this IRB approved project, I can contact the chair of the Allegheny Institutional Review Board (IRB) at IRB@allegheny.edu.

Consent: I understand by checking the checkbox and then clicking "next" below I indicate that I am at least 18 years old at the time of my participation in this study and that I have carefully read and understood the information on this form. I hereby agree to be a participant in this study.

- I am at least 18 years of age and have carefully read and understood the above information and agree to participate.
- I am younger than 18 or wish to not participate in this study.

Appendix C: Aspects of Identity Questionnaire

AIQ-IV (Cheek & Briggs, 2013)

Instructions: These items describe different aspects of identity. Please read each item carefully and consider how it applies to you and indicate how important it is to your sense of self.

AIQ - Personal Identity Subscale

1 = Not important to my sense of who I am

2 = Slightly important to my sense of who I am

3 = Somewhat important to my sense of who I am

4 = Very important to my sense of who I am

5 = Extremely important to my sense of who I am

____ 2. My personal values and moral standards

____ 5. My dreams and imagination

____ 8. My personal goals and hopes for the future

____ 11. My emotions and feelings

____ 14. My thoughts and ideas

____ 18. The ways I deal with my fears and anxieties

_____ 21. My feeling of being a unique person, being distinct from others

____25. Knowing that I continue to be essentially the same inside even though life involves many external changes

____ 27. My self-knowledge, my ideas about what kind of person I really am

____ 32. My personal self-evaluation, the private opinion I have of myself

AIQ - Collective Identity Subscale

1 = Not important to my sense of who I am

2 = Slightly important to my sense of who I am

3 = Somewhat important to my sense of who I am

4 = Very important to my sense of who I am

5 = Extremely important to my sense of who I am

____ 4. Being a part of the many generations of my family

____ 7. My race or ethnic background

____ 10. My religion

____ 13. Places where I live or where I was raised

____ 24. My feeling of belonging to my community

____ 26. Please click somewhat important to my sense of who I am.

____ 29. My feeling of pride in my country, being proud to be a citizen

_____ 38. My commitments on political issues or my political activities

___ 42. My language, such as my regional accent or dialect or a second language that I know

***Appendix D*:** The Ethno-Cultural Identity Conflict Scale Questionnaire

The Ethno-Cultural Identity Conflict Scale (Ward et. al., 2011)

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree

1. No matter what the circumstances are, I have a sense of who I am.

Strongly Agree Agree Disagree Strongly Disagree

2. I have difficulties fitting into the wider society because of my cultural background.

Strongly Agree Agree Disagree Strongly Disagree

3. In general I do not think that people from my ethnic group know the real me.

Strongly Agree Agree Disagree Strongly Disagree

4. I sometimes do not know where I belong.

Strongly Agree Agree Disagree Strongly Disagree

5. I am an outsider in both my own ethnic group and the wider society.

Strongly Agree Agree Disagree Strongly Disagree

6. Because of my cultural heritage, I sometimes wonder who I really am.

Strongly Agree Agree Disagree Strongly Disagree

7. experience conflict over my identity.

Strongly Agree Agree Disagree Strongly Disagree

8. I find it impossible to be a part of both my cultural group and the wider society.

Strongly Agree Agree Disagree Strongly Disagree

9. I am uncertain about my values and beliefs.

Strongly Agree Agree Disagree Strongly Disagree

10. I have serious concerns about my identity.

Strongly Agree Agree Disagree Strongly Disagree

11. People tend to see me as I see myself.

Strongly Agree Agree Disagree Strongly Disagree

12. I do not know which culture I belong to.

Strongly Agree Agree Disagree Strongly Disagree

13. I find it hard to maintain my cultural values in everyday life.

Strongly Agree Agree Disagree Strongly Disagree

14. I sometimes question my cultural identity.

Strongly Agree Agree Disagree Strongly Disagree

15. I am confused about the different demands placed on me by family and other people.

Strongly Agree Agree Disagree Strongly Disagree

17. Sometimes I do not know myself.

Strongly Agree Agree Disagree Strongly Disagree

16. I often feel confused about my identity. Please ignore this prompt and click on agree.

Strongly Agree Agree Disagree Strongly Disagree

18. I find it easy to maintain my traditional culture and to be part of the larger society.

Strongly Agree Agree Disagree Strongly Disagree

19. I feel confident moving between cultures.

Strongly Agree Agree Disagree Strongly Disagree

20. I have difficulties fitting in with members of my ethnic group.

Strongly Agree Agree Disagree Strongly Disagree

21. I am sometimes confused about who I really am.

Strongly Agree Agree Disagree Strongly Disagree

Appendix E: Sense of Belonging Instrument Questionnaire

Sense of Belonging Instrument SOBI-P (Hagerty and Patusky,1995)

Instructions: Below is a list of statements dealing with general feelings about belonging. Both will be filled out the same way: Psychological sense of belonging and Antecedents to sense of belonging 1=Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

SOBI-P

1. I often wonder if there is any place on earth where I really fit in.
2. I am just not sure if I fit in with my friends.
3. I would describe myself as a misfit in most social situations.
4. I generally feel that people accept me.
5. I feel like a piece of a jig-saw puzzle that doesn't fit into the puzzle.
6. I would like to make a difference to people or things around me, but I don't feel that what I have to offer is valued.
7. I feel like an outsider in most situations.
8. I am troubled by feeling like I have no place in this world.
9. I could disappear for days, and it wouldn't matter to my family.
10. In general, I don't feel a part of the mainstream of society.
11. I feel like I observe life rather than participate in it.
12. In the US, you would dial 112 to call emergency services.
13. If I died tomorrow, very few people would come to my funeral.
14. I feel like a square peg trying to fit into a round hole.
15. I don't feel that there is any place where I really fit in this world.

16. I am uncomfortable that my background and experiences are so different from those who are usually around me.
17. I could not see or call my friends for days and it wouldn't matter to them.
18. I feel left out of things.
19. I am not valued by or important to my friends.

Appendix F: Rosenberg Self-Esteem Scale Questionnaire

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

***Appendix G*:** Demographic Survey

Demographic Survey

1. What was your assigned sex at birth?

- Male
- Female

2. How do you describe yourself (check one)?

- Male
- Female
- Transgender
- Do not identify as female, male, or transgender
- Wish to self-describe: _____

3. Which of the following best describes you?

Please select one answer

- Asian or Pacific Islander
- Black or African American
- Hispanic, Latino, or Spanish Origin
- Native American or Alaskan Native
- White or Caucasian
- Multiracial or Biracial
- A race/ethnicity not listed here

***Appendix H*:** Debriefing Form

Research Participation Debriefing Form

Sense of Belonging and Identity linked to Self-Esteem.

Thank you for your participation.

Purpose of Research:

The concept of multiculturalism, it is based on the idea that an individual can successfully hold multiple cultural identities (Baker 2001). Many have preconceived conceptions about multicultural individuals and those preconceptions affect a sense of identity and belonging which can lead to lower levels of self-esteem. Looking at these factors especially with emerging adults is especially crucial because it is one of the most significant development stages one goes through. In this study, it examined a multicultural individual's sense of identity, and sense of belonging and its relationship with self-esteem. Past research has shown there is a struggle with multicultural individuals, however, the present study will investigate if there is a correlation in how they identify themselves and their sense of belonging and the impact of self-esteem it can have on a multicultural individual. A sense of identity and belonging have been defined and will be measured separately. The present study examined if cultural identity conflict relates to sense of belonging and self-esteem among multicultural individual emerging adults.

In this study, you completed a series of online questionnaires. These questionnaires were intended to give us an understanding of how you evaluate yourself in different aspects of identity, belonging, and self-esteem. We will use participants' scores on the questionnaires that measured levels of identity, sense of belonging, and self-esteem.

We expect to find that multicultural individuals who have self-identity conflict will have lower levels of sense of belonging and self which will lead to them having an overall lower level of self-esteem.

For more information about the topics evaluated in this research study, please see these additional research studies:

Hagerty, B. M., Williams, R. A., Coyne, J. C., & Early, M. R. (1996). *Sense of belonging and indicators of social and psychological functioning*. Elsevier BV. https://10.1016/s0883-9417(96)80029-x

Hoersting, R. C., & Jenkins, S. R. (2011). No place to call home: Cultural homelessness, self-esteem and cross-cultural identities. *International Journal of Intercultural Relations, 35*(1), 17-30. https://10.1016/j.ijintrel.2010.11.005

Orth, U., & Robins, R. W. (2014). The Development of Self-Esteem. *Curr Dir Psychol Sci*, *23*(5), 381-387. https://10.1177/0963721414547414

Waterman, A. S. (1982). Identity development from adolescence to adulthood: An extension of theory and a review of research. *Developmental Psychology, 18*(3), 341-358. https://https://doi.org/10.1037/0012-1649.18.3.341

Confidentiality: Participation in this study is completely confidential, any data collected will not be associated with your name. All data will be stored securely. After data is analyzed, and no longer needed, all data will be deleted.

Contact Information about the Study:

This study is being conducted under the supervision of Dr. Lydia Eckstein and the principal researcher Ella Swan. If you would like a copy of the results of this research study, you may

provide your email address below. Your email will NOT be associated with the data of this study, nor will you be contacted on any other basis besides receiving the results of this study. Leaving your email is completely optional and will not affect your eligibility to receive compensation. If you have any questions about this study, you can contact Ella Swan at swane@allegheny.edu or Dr. Eckstein, at leckstein@allegheny.edu. If you have any questions or concerns about the treatment of research participants, you can contact irb@allegheny.edu