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Linguistic Self-Esteem in Bilingual Adults

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Abstract

The present study investigated the psychology of linguistic self-esteem in bilingual speakers. Previous research suggested that students' self-esteem strongly correlated with academic achievement, but current studies also suggest these trends may differ across ethnic minority groups and their majority group peers (Baumeister, Campbell, Krueger, & Vohs, 2003; Ferguson & Cramer, 2007). In addition, the growing bilingual student population in the United States highlights a need to assess how multiple languages interact with students' self-esteem in academic settings (NCES, 2019). Recently, the Language Efficacy and Acceptance Dimension Scale was developed to assess linguistic self-esteem in bilingual adults (Neugebauer, 2011). Participants who are bilingual in English and Spanish were recruited and randomly assigned to read a simple or complex passage written in Spanish and complete various psychosocial measures. Because complex syntax could lead to lower levels of comprehension, it was predicted that those who read the complex passage will have lower linguistic self-esteem compared to those who read the simple passage. While the hypothesis was not supported, exploratory analyses gave insight into the relationship between linguistic self-esteem and constructs like cultural identity and affect.

Linguistic Self-Esteem in Bilingual Adults

Scholarly attention has often demonstrated critical associations between an individual's disposition and academic outcomes. Previous research suggests that a student's self-esteem strongly correlates with their academic achievement (West, Fish, & Stevens, 1980). These findings become increasingly valuable as they begin to inform learning spaces and instruction styles.

 However, other studies demonstrate that previously established trends for psychological assessments, such as self-esteem, differ between ethnic minority groups and their majority group peers. For example, a 2002 study of African American men found no significant relationship between self-esteem and academic efficacy (Okech & Harrington, 2002). Instead, improved academic performance was found to relate with higher levels of Black consciousness (Okech & Harrington, 2002). Studies have also found ethnic identity and bilingual confidence as critical factors that impact the development of self-esteem rather than traditional conceptions of self-worth (Lee, 2008). As a result, this highlights an area in which ethnic and linguistic minority groups must be observed to identify whether there are group differences or similarities.

Recently, a psychological instrument that assesses the linguistic self-esteem in bilingual populations has been developed (Neugebauer, 2011). The Language Efficacy and Acceptance Scale (LEADS) centers on the notion that global self-esteem differs from domain-specific conceptions and that these domain-specific notions, like confidence in one's own linguistic abilities, may impact behavior more than global self-esteem (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). These domain-specific types of self-esteem could point to explanations as to why the typical pattern between self-esteem and academic achievement is found in these minority communities.

Currently, 62% of public high schools in the United States reported at least some English language learners with the number being higher for elementary schools (Bialik, Scheller, & Walker, 2018). The presence and predicted growth of this population emphasizes a need to study the way in which multiple languages interacts with students' self-esteem in an academic setting (Bialik, Scheller, & Walker, 2018). Because of this growing population and the norm of public education being instructed in

English, it begs the question how English as a second language (ESL) students' linguistic self-esteem shifts in a classroom? In addition, how does this construct interact with a participant's overall cultural and psychological experience?

As a result, the present study seeks to answer these questions by re-creating an academic scenario where linguistic self-esteem may vary. Participants were asked to read either a linguistically complex or simple paragraph in Spanish and then measured on the LEADS. It is hypothesized that participants placed in the complex condition will demonstrate lower linguistic self-esteem in Spanish given that a complex paragraph may lead to lower levels of comprehension and confidence in their command of the Spanish language. In addition, measures related to cultural identity and psychological well-being were administered and used to conduct exploratory analyses on their relationship to linguistic self-esteem.

Method

Participants

The sample consisted of 61 participants that were recruited through Amazon's Mechanical Turk. Screening options were used to ensure that participants were from North America and bilingual in English and Spanish prior to participation. There were 28 men, 24, women, and 9 did not report gender. The average age was 35 years ($SD = 9.86$). 73.8% of participants identified as Hispanic/Latinx and 26.2% identified as White/Caucasian. In terms of education, 40.4% attained a bachelor's degree, 32.8% had below a bachelor's degree, and 17.8% attained some form of graduate degree. Participants were compensated $10.50 for their participation.

Measures

Participants were randomly assigned to one of two conditions to manipulate their linguistic self-esteem. In each condition, participants read a content neutral passage in Spanish. The first condition included a passage with complex language and sentence structure taken from the 2018 AP Spanish Literature exam (an excerpt of Bazán, 1922; AP Central, 2019). The second condition included the same passage adjusted for simpler vocabulary and sentence structure (See Appendix A for both passages). Prior to testing, both passages were presented to 15 bilingual speakers to assess the difficulty of each passage,

and there was consensus that the complex passage was more difficult than the simple passage. Participants then completed the following measures in randomized order.

The Language Experience and Proficiency (LEAP) Questionnaire is a 16-question survey that assesses bilingual's linguistic profiles (Marian, Blumenfeld, & Kaushanskaya, 2007). The LEAP acquires information regarding how individuals acquired their respective languages, factors that contributed to their acquisition, frequency of language use, and perceived proficiency.

The Language Efficacy and Acceptance Dimension Scale (LEADS) is a 24-item measure that assessed a participant's linguistic self-esteem in English and Spanish (Neugebauer, 2011). The measure results in two distinct scores for each respective language. The LEADS was modified for an adult audience and utilizes a Likert scale of 1 (*strongly agree*) to 7 (*strongly disagree*) with a lower score indicating a greater sense of confidence in the language.

The Multicultural Identity Integration Scale (MULTIIS) is a 22-item measure that indicates the degree to which an individual integrates, compartmentalizes, and/or categorizes their two cultures into their social identity (Yampolsky, Amiot, & Sablonnière, 2015). The MULTIIS utilizes a Likert scale of 1 (*not at all*) to 7 (*exactly*) for scoring. A higher score for categorization indicates identification with only one cultural identity in the self. A higher score for compartmentalization indicates an acknowledgment of both cultural identities that are separate and opposing. A higher score for integration indicates viewing multiple cultural identities as connected within the self.

The Rosenberg Self-Esteem Scale (SES) is a 10-item measure that indicates an individual's perceived self-image (Rosenberg, 1965). The SES utilizes a Likert scale of 1 (*strongly disagree*) to 7 (*strongly agree*) with a higher score indicating a more positive evaluation of the self's worth.

The Positive and Negative Affect Schedule (PANAS) is a 20-item scale that indicates the degree to which the individual experiences negative or positive emotions (Watson, Clark, & Tellegen, 1988). The PANAS utilizes a Likert scale of 1 (*very slightly or not at all*) to 5 (*extremely*) that results in separate positive and negative affect scores.

The Self-Monitoring Scale (SMS) is a 25-item measure that indicates the degree to which an individual is consciously aware of their environment and changes their behavior to suite the situation (Synder, 1974). The SMS utilizes *true* and *false* statements with higher scores indicating higher sensitivity to environmental changes resulting in adaptive behaviors.

The Ryff Psychological Well-being Scale is a 42-item measure that identifies six aspects of happiness and well-being (Ryff, 1989). Four subscales were chosen and utilized a Likert scale of 1 (*strongly disagree*) to 7 (*strongly agree*) for scoring. The first is the Autonomy subscale which is a 7-item measure that indicates the degree to which a participant is autonomous in their actions. A sample question from this subscale would be "I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people" (Ryff, 1989). The second is the Environmental Mastery subscale which is a 7-item measure that indicates the degree to which an individual is competent navigating their environment. A sample question from this subscale would be "In general, I feel I am in charge of the situation in which I live" (Ryff, 1989). The third is the Personal Growth subscale which is a 7-item measure that indicates the degree to which an individual feels as though they are able to continually develop and improve. A sample question from this subscale would be "For me, life has been a continuous process of learning, changing, and growth" (Ryff, 1989). The fourth is the . A sample question from this subscale would be "When I look at the story of my life, I am pleased with how things have turned out" (Ryff, 1989).

The study was compiled and administered online using Qualtrics software (Qualtrics, Provo, UT).

Procedure

Participants were recruited through Amazon's Mechanical Turk. Filters were set to ensure participants were from North America and bilingual in English and Spanish. In order to manipulate participants' linguistic self-esteem, they were randomly assigned to either a complex or simple passage condition. Participants then completed comprehension check questions and answered a variety of measures in random order (See Appendix B for the copies of administered measures). At the end of the survey, participants completed a demographic questionnaire and were compensated for their participation.

It was predicted that administration of the complex passage will be associated with lower ratings of LEADS in Spanish because the complex syntax may lead to lower levels of comprehension.

Results

ANOVA was used to test the primary hypothesis and an exploratory regression analysis was used to investigate the relationship between linguistic self-esteem and other psychometric measures. The LEADS results in two scores: Spanish linguistic self-esteem and English linguistic self-esteem; these were used as dependent variables in analyses.

The hypothesis predicted that administration of the complex paragraph would result in lower LEADS Spanish scores as compared to administration of the simple paragraph. A one-way analysis of variance (ANOVA) was calculated on participants' Spanish linguistic self-esteem and results are presented in Table 1. There was not a significant effect of reading complexity on total LEADS English scores at the $p < 0.5$ level for the two conditions [$F(1, 48) = .13$, $p = 0.72$)]. There was not a significant effect of reading complexity on total LEADS Spanish scores at the $p < 0.5$ level for the two conditions [$F(1, 50) = .07$, $p = 0.8$)].

The Spanish and English LEADS scores were used as the dependent variable in two multiple linear regression analysis with the remaining measures as predictors.

Table 2 presents the results of a multiple linear regression which indicated a significant model of LEADS Spanish scores being predicted by the remaining measured variables, ($R^2 = .63$, adjusted $R^2 = .48$, $F(12, 29) = 4.18$, $p < .01$,). The significant individual predictors were PANAS – Negative ($t = -2.62$, $p = .01$), MULTIIS – Integration ($t = 2.74$, $p = .01$), and LEADS – English ($t = 2.9$, $p = .01$) were significant predictors in the model.

Table 3 presents the results of a multiple linear regression which indicated a significant model of LEADS English scores being predicted by the remaining measured variables, ($R^2 = .61$, adjusted $R^2 = .44$, $F(12, 29) = 3.7$, $p < .01$,). The significant individual predictors were global self-esteem ($t = 2.13$, $p = .04$), MULTIIS – Categorization ($t = -2.17$, $p = .04$), and LEADS – Spanish ($t = 2.9$, $p = .01$) were significant predictors in the model.

Discussion

   The hypothesis predicted that that administration of the complex passage will be associated with lower linguistic self-esteem in Spanish because the complex syntax may lead to lower levels of comprehension. The hypothesis was not supported. In addition, reading complexity did not show a significant relationship with overall linguistic self-esteem in English. In reviewing the method of the present study, future research may seek to manipulate linguistic self-esteem in a way other than reading complexity.

  In regard to the exploratory regression analyses, significant predictors of LEADS Spanish and LEADS English were observed. Within the model with LEADS Spanish as the outcome, significant predictors were an integration view of culture, overall linguistic self-esteem in English, and negative affect. The positive correlation with an integration view of culture indicated that those higher in linguistic self-esteem in Spanish view multiple cultural identities as making up one unique identity rather that choosing one or viewing themselves as separate. In regard to the classroom, this may point to a need for classrooms to incorporate cross cultural lessons to accommodate and support this cultural view. Linguistic self-esteem in Spanish was positively correlated with linguistic self-esteem in English. While both assess linguistic self-esteem, the results indicated these constructs to still be distinct thus demonstrating a possibility for different results given the proper manipulation. Moreover, those high in linguistic self-esteem in Spanish demonstrated lower negative affect scores indicating that they tend to have less negative emotions or outlook.

  Within the model with LEADS English as the outcome, significant predictors were global self-esteem, overall linguistic self-esteem in Spanish, and a categorization view of culture. With respect to the relationship with global self-esteem, these results demonstrate that both measures assess similar constructs. However, the lower correlation score asserts that linguistic self-esteem is a separate construct. A similar pattern was observed with overall linguistic self-esteem in Spanish. Once again, linguistic self-esteem in Spanish and linguistic self-esteem in English were positively correlated but still distinct. Furthermore, the negative correlation with a categorization view of culture indicates that those high in

linguistic self-esteem in English do not identify only with one identity. An important thing to note is that these results does not necessarily indicate a compartmentalization or integration view of culture.

While a connection between reading complexity and linguistic self-esteem was not found, it was demonstrated that linguistic self-esteem in Spanish and English differ in terms of predictors. Recognizing the relationships between these constructs provides educators, administrators, and parents with valuable information about how a bilingual individual's self-concept shifts depending on context. In doing so, ESL programs can become better informed to improve overall learning outcomes.

Limitations and Implications

There were also a few limitations as a result of this study. Primarily, this study utilized a relatively small sample size and an adult population. Future studies should seek to utilize school aged children as the population to see how these constructs may differ. Previous research has seen a relationship between a child's cultural environment and their self-evaluations, and while the LEADS was validated amongst school aged children, the longitudinal effects in a classroom have not been studied (Valenzuela, 1999; Neugebauer, 2011). In addition, the population was primarily bilingual in English and Spanish. Future research should seek to understand this relationship with different bilingual and multilingual populations. In terms of the exploratory analyses, there could be other constructs not captured in the present study that impacts linguistic self-esteem. As a result, future studies should seek to measure a variety of constructs and given that we saw different interactions based on the language, how those constructs interact with language.

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Table 1

One-Way ANOVA Comparing Passage Complexity to LEADS Scores

	Simple Passage			Complex Passage			
Variable	*M*	*SD*	*N*	*M*	*SD*	*N*	*F*
LEADS – Spanish	51.95	9.16	22	52.55	7.22	29	.07
LEADS – English	50.8	8.02	20	51.66	8.36	29	.13

Note. LEADS = Language Efficacy and Acceptance Dimension Scale (Neugebauer, 2011).

Table 2

Regression with LEADS Spanish

Variable	ß	*t*	*p*
SES	−.27	−.9	.38
PANAS Positive Affect	.19	.97	.34
PANAS Negative Affect	−.41	−2.62	.01**
MULTIIS – Categorization	.32	2.08	.05
MULTIIS – Compartmentalization	−.17	−.97	.34
MULTIIS – Integration	.4	2.74	.01**
Ryff – Autonomy	.18	1.09	.29
Ryff – Environmental Mastery	−.09	−.3	.76
Ryff – Personal Growth	.1	.43	.67
Ryff – Self-Acceptance	−.01	−.02	.98
Self-Monitoring	−.17	−1.08	.29
LEADS – English Total	.46	2.9	.01**

Note. SES = Self-Esteem Scale (Rosenberg, 1965); PANAS = Positive and Negative Affect Scale (Watson et el., 1988); MULTIIS = Multicultural Identity Integration Scale (Yampolsky, Amiot, & Sablonnière, 2015); LEADS = Language Efficacy and Acceptance Dimension Scale (Neugebauer, 2011).

Table 3

Regression with LEADS English

Variable	ß	*t*	*p*
SES	.62	2.13	.04**
PANAS Positive Affect	−.15	−.72	.48
PANAS Negative Affect	.26	1.48	.15
MULTIIS – Categorization	−.35	−2.17	.04**
MULTIIS – Compartmentalization	.2	1.14	.26
MULTIIS – Integration	−.05	−.28	.78
Ryff – Autonomy	−.11	−.65	.52
Ryff – Environmental Mastery	.41	1.35	.19
Ryff – Personal Growth	−.34	−1.48	.15
Ryff – Self-Acceptance	−.07	−.2	.84
Self-Monitoring	.05	.27	.79
LEADS – Spanish Total	.49	2.9	.01**

Note. SES = Self-Esteem Scale (Rosenberg, 1965); PANAS = Positive and Negative Affect Scale (Watson et el., 1988); MULTIIS = Multicultural Identity Integration Scale (Yampolsky, Amiot, & Sablonnière, 2015); LEADS = Language Efficacy and Acceptance Dimension Scale (Neugebauer, 2011).

Appendix A

Ildara soltó el peso en tierra y se atusó el cabello, peinado a la moda "de las señoritas" y revuelto por los enganchones de las ramillas que se agarraban a él. Después, con la lentitud de las faenas aldeanas, preparó el fuego, lo prendió, desgarró los repollos, las echó en la olla negra, en compañía de unas patatas mal troceadas y de unos frijoles asaz secas, de la cosecha anterior, sin remojar. Al cabo de estas operaciones, tenia el tío Clodio liado su cigarrillo, y lo chupaba desgarbadamente, haciendo en los carrillos dos hoyos como sumideros grises, entre el azuloso de la descuidada barba.

Sin duda la leña estaba húmeda de tanto llover la semana entera, y ardía mal, soltando una humareda acre; pero el labriego no reparaba: al humo, ¡bah!, estaba él bien hecho desde niño. Como Ildara se inclinase para soplar y activar la llama, observó el viejo cosa más insólita: algo de color vivo, que emergía de las remendadas y encharcadas sayas de la moza... Una pierna robusta, aprisionada en una media roja, de algodón...
—¡Ey! ¡Ildara!
—¡Señor padre!
 —¿Qué novidá es ésa?
—¿Cuál novidá?
—¿Ahora me gastas medias, como la hirmán del Abade?

Incorporóse la muchacha, y la llama, que empezaba a alzarse, dorada, lamedora de la negra panza del pote, alumbró su cara redonda, bonita, de facciones pequeñas, de boca apetecible, de pupilas claras, golosas de vivir.

Ildara soltó el peso en la tierra y se arreglo el cabello. Su cabello estaba peinado a la moda "de las señoritas" pero fue despeinado por las ramillas que cargaba. Después, con lentitud, preparó el fuego, lo prendió, arrancó los repollos y los echo en la olla negra. La olla ya tenía unas patatas mal picadas y unos frijoles secos, de la cosecha anterior, sin remojar. Al acabar estas operaciones, el tío Clodio preparó su cigarrillo, y lo chupaba haciendo en los cachetes dos hoyos grises, entre la descuidada barba.
Sin duda la leña estaba húmeda de la lluvia que callo entre semana, y quemaba mal, soltando un humo acre. Al obrero no le molesto el humo porque lo había inhalado desde su niñez. Cuando Ildara se arrodilló para soplar y activar la llama, el viejo notó algo raro. Algo de color vibrante emergía de la ropa remojada de la niña… una pierna aprisionada en una media roja, de algodón…
—¡Ey! ¡Ildara!
—¡Padre!
 —¿Qué novidá es ésa?
—¿Cuál novidá?
—¿Ahora me gastas medias, como la hermana del monje?

La muchacha se enderezó, y la llama que empezó a alzarse, alumbro su cara redonda, bonita, de facciones pequeñas, de boca apetecible, de pupilas claras, golosas de vivir.

Appendix B

Language Experience and Proficiency (LEAP) Questionnaire

1. Please list all the languages you know in order of dominance:

1 Language A	2 Language B	3 Language C	4 Language D	5 Language E

2. Please list all the languages you know in **order of acquisition** (your native language first):

1 Language A	2 Language B	3 Language C	4 Language D	5 Language E

3. Please list what percentage of the time you are *currently* and *on average* exposed to each language. (*Your percentages should add up to 100%)*:

List Language here:	Language A	Language B	Language C	Language D	Language E
List Percentage here:					

4. When choosing to read a text available in all your languages, in what percentage of cases would you choose to read it in each of your languages? Assume that the original was written in another language, which is unknown to you. (*Your percentages should add up to 100%)*:

List Language here:	Language A	Language B	Language C	Language D	Language E
List Percentage here:					

5. When choosing a language to speak with a person who is equally fluent in all your languages, what percentage of the time would you chose to speak each language? Please report percent of total time. (*Your percentages should add up to 100%)*:

List Language here:	Language A	Language B	Language C	Language D	Language E
List Percentage here:					

6. Please name the cultures with which you identify. On a scale from zero to ten, please rate the extent to which you identify with each culture. (Examples of possible cultures include US-American, Chinese, Jewish-Orthodox, etc.):

List Cultures here	Culture A (click here for scale)	Culture B (click here for scale)	Culture C (click here for scale)	Culture D (click here for scale)	Culture E (click here for scale)

7. How many years of formal education do you have?
   _____ Please check your highest education level (or the approximate U.S. equivalent to a degree obtained in another country):

ϒ Less than High School ϒ Some College ϒ Masters

ϒ High School ϒ College ϒ PhD/MD/JD

ϒ Professional Training ϒ Some Graduate ϒ Other:

8. Date of immigration to the United States, if applicable
   _____ If you have ever lived in another country, please provide name of country and dates of residence:
   _____

9. Have you had a vision problem ϒ, hearing impairment ϒ, language disability ϒ, or learning disability ϒ? (Check all applicable)
If yes, please explain (including any corrections): _____

(questionnaire continues onto next page)

Language: Language x

This is my (please select from scroll-down menu: First, Second, Third, etc.) language.
All questions below refer to your knowledge of Language X

1. Age when you…:

began acquiring Language X:	became fluent in Language X:	began reading in Language X:	became fluent reading in Language X:

2. Please list the number of years and months you spent in each language environment:

	Years	Months
A country where Language X is spoken		
A family where Language X is spoken		
A school and/or working environment where Language X is spokem		

3. On a scale from zero to ten, please select your *level of proficiency* in speaking, understanding, and reading Language X from scroll-down menus:

Speaking	(click here for scale)	Understand spoken language	(click here for scale)	Reading	(click here for scale)

4. On a scale from zero to ten, please select how much the following factors contributed to you learning Language X:

Interacting with friends	(click here for scale)	Language tapes/self-instruction	(click here for scale)
Interacting with family	(click here for scale)	Watching TV	(click here for scale)
Reading	(click here for scale)	Listening to the radio	(click here for scale)

5. Please rate to what extent you are currently exposed to Language X in the following contexts:

Interacting with friends	(click here for scale)	Listening to the radio/music	(click here for scale)
Interacting with family	(click here for scale)	Reading	(click here for scale)
Watching TV	(click here for scale)	Language-lab/self-instruction	(click here for scale)

6. In your perception, how much of a foreign accent do you have in Language X? (click here for percentage scale)
7. Please rate how frequently others identify you as a non-native speaker based on your accent in Language X: (click here for percentage scale)

Adjusted Linguistic Efficacy and Dimension Scale (LEADS)

Scale
1: Strongly Agree
2: Agree
3: Neutral
4: Disagree
5: Strong Disagree

STATEMENTS
1. I find it pretty easy to speak English.
2. I enjoy speaking English.
3. I feel comfortable when I speak English in school.
4. I would rather not speak English.
5. I feel comfortable speaking English at home.
6. I feel proud when speaking English when I am with my friends.
7. I feel uncomfortable in a community that speaks a lot of English.
8. I find it hard to speak English.
9. I feel useful when I speak English.
10. I feel close to my school community because I speak English.
11. I feel confused when I speak English.
12. I feel helpless when I speak English.
13. I find it pretty easy to speak Spanish.
14. I enjoy speaking Spanish.
15. I feel comfortable when I speak Spanish in school.
16. I would rather not speak Spanish.
17. I feel comfortable speaking Spanish at home.
18. I feel proud when speaking Spanish when I am with my friends.
19. I feel uncomfortable in a community that speaks a lot of Spanish.
20. I find it hard to speak Spanish.

21. I feel useful when I speak Spanish.
22. I feel close to my school community because I speak Spanish.
23. I feel confused when I speak Spanish.
24. I feel helpless when I speak Spanish.

Multicultural Identity Integration Scale (MULTIIS)
While completing this questionnaire, please keep the following information in mind:

> Cultural identity refers to (1) the feeling of being a member of a particular cultural group, and (2) the experience of aligning with values, beliefs, behaviors, etc. of a particular culture.

> Cultural context refers to an environment that contains the values, beliefs and practices specific to a particular culture, and involves the company of members from that particular cultural group.

We would like to know how you think about your cultural identities. The following is a series of statements about how you see your different cultural identities. Please read each item carefully. Please indicate how much each statement represents your experience using the following scale:
1: Not at all
2: Slightly
3: A Little
4: Moderately
5: Quite a bit
6: Mostly
7: Exactly

Categorization items:
I identify with one culture more than any other.
One cultural identity predominates in how I define myself.
One of my cultures is more relevant in defining who I am than the others.
While I come from different cultures, only one culture defines me.
I identify exclusively with one culture.

Compartmentalization items:
When I'm in one cultural context, I feel like I should play down my other cultural identities.
I keep my cultural identities separate from each other.
Each of my cultural identities is a separate part of who I am.
When I am in a particular cultural context, I feel that I should not show my other cultural identities.
I identify with one of my cultures at a time.
I only really experience my different cultures if I identify with them one at a time.
I only experience each of my cultural identities in their own context.
The differences between my cultural identities cannot be reconciled.
The differences between my cultural identities contradict each other.

Integration items:

My cultural identities fit within a broader identity.
My cultural identities are connected.
The differences between my cultural identities complete each other.
My cultural identities complement each other.
I have an identity that includes all my different cultural identities.
My cultural identities are all part of a broader group identity.
My cultural identities are part of a more global identity.
I draw similarities between my cultural identities.

Rosenberg Self-Esteem Scale (SES)

Answer the following questions by writing a number in the blank beside each item.
Use the following scale:

Strongly		Strongly
Disagree		Agree
1 2 3 4 5 6 7		

__ 1. I feel that I'm a person of worth, at least on an equal basis with others.

__ 2. I feel I have a number of good qualities.

__ 3. All in all, I am inclined to feel that I am a failure.

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

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

__ 6. I take a positive attitude toward myself.

__ 7. On the whole, I am satisfied with myself.

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

__ 9. I certainly feel useless at times.

__ 10. At times I think I am no good at all.

Positive and Negative Affect Scale (PANAS)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you have felt this way today. Use the following scale to record your answer.

| 1 | 2 | 3 | 4 | 5 |

very slightly or not at all	a little	moderately	quite a bit	extremely

_____interested   _____irritable

_____distressed   _____alert

_____excited   _____ashamed

_____upset   _____inspired

_____strong   _____nervous

_____guilty   _____determined

_____scared   _____attentive

_____hostile   _____jittery

_____enthusiastic   _____active

_____proud   _____afraid

Self-Monitoring Scale

The statements below concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. IF a statement is TRUE or MOSTLY TRUE as applied to you, circle the "T" next to the question. If a statement is FALSE or NOT USUALLY TRUE as applied to you, circle the "F" next to the question.

(T) (F) 1. I find it hard to imitate the behavior of other people.

(T) (F) 2. My behavior is usually an expression of my true inner feelings, attitudes, and beliefs.

(T) (F) 3. At parties and social gatherings, I do not attempt to do or say things that others will like.

(T) (F) 4. I can only argue for ideas which I already believe.

(T) (F) 5. I can make impromptu speeches even on topics about which I have almost no information.

(T) (F) 6. I guess I put on a show to impress or entertain people.

(T) (F) 7. When I am uncertain how to act in a social situation, I look to the behavior of others for cues.

(T) (F) 8. I would probably make a good actor.

(T) (F) 9. I rarely seek the advice of my friends to choose movies, books, or music.

(T) (F) 10. I sometimes appear to others to be experiencing deeper emotions than I actually am.

(T) (F) 11. I laugh more when I watch a comedy with others than when alone.

(T) (F) 12. In groups of people, I am rarely the center of attention.

(T) (F) 13. In different situations and with different people, I often act like very different persons.

(T) (F) 14. I am not particularly good at making other people like me.

(T) (F) 15. Even if I am not enjoying myself, I often pretend to be having a good time.

(T) (F) 16. I'm not always the person I appear to be.

(T) (F) 17. I would not change my opinions (or the way I do things) in order to please someone else or win their favor.

(T) (F) 18. I have considered being an entertainer.

(T) (F) 19. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

(T) (F) 20. I have never been good at games like charades or improvisational acting.

(T) (F) 21. I have trouble changing my behavior to suit different people and different situations.

(T) (F) 22. At a party, I let others keep the jokes and stories going.

(T) (F) 23. I feel a bit awkward in company and do not show up quite as well as I should.

(T) (F) 24. I can look anyone in the eye and tell a lie with a straight face (if for a right end).

(T) (F) 25. I may deceive people by being friendly when I really dislike them.

Ryff's Psychological Well-Being

Strongly Agree	Somewhat Agree	A little Agree	Neither agree nor disagree	A little Disagree	Somewhat Disagree	Strongly Disagree

Autonomy Subscale
1. "I am not afraid to voice my opinions, even when they are in oppositions to the opinions of most people."
2. "My decisions are not usually influenced by what everyone else is doing."
3. "I tend to worry about what other people think of me."
4. "I judge myself by what I think is important, not by the values of what others this is important."
5. "I tend to be influenced by people with strong opinions."
6. "I have confidence in my opinions, even if they are contrary to the general consensus."
7. "It's difficult for me to voice my own opinions on controversial matters."

Environmental Mastery Subscale
1. "In general, I feel I am in charge of the situation in which I live."
2. "I have difficulty arranging my life in a way that is so satisfying to me."
3. "The demands of everyday life often get me down."
4. "I have been able to build a living environment and a lifestyle for myself that is much to my liking."
5. "I do not fit very well with the people and the community around me."
6. "I am quite good at managing the many responsibilities of my daily life."
7. "I often feel overwhelmed by responsibilities."

Personal Growth Subscale
1. "For me, life had been a continuous process of learning, changing, and growth."
2. "I am not interested in activities that will expand my horizons."
3. "I gave up trying to make big improvements or changes in my life a long time ago."
4. "I think it is important to have new experiences that challenge how you think about yourself and the world."

5. "I do not enjoy being in new situations that require me to change my old familiar ways of doing things."
6. "When I think about it, I haven't really improved much as a person over the years."
7. "I have the sense that I have developed a lot as a person over time."

Self-Acceptance Subscale
1. "In many ways I feel disappointed about my achievements in life."
2. "When I look at the story of my life, I am pleased with how things have turned out."
3. "My attitude about myself is probably not as positive as most people feel about themselves."
4. "In general, I feel confident and positive about myself."
5. "When I compare myself to friends and acquaintances, it makes me feel good about who I am."
6. "I feel like many of the people I know have gotten mores out of life than I have."
7. "I like most parts of my personality."