

Ethnic and Cultural Identity Salience in Young Athletes across Europe: Concepts and Measurements.

Hatzigeorgiadis, A.,
Elbe, A-M., Sanchez, X., Ries, F., Pappous, A., & Kouli, O.

University of Thessaly, Greece

University of Copenhagen, Denmark

University of Groningen , The Netherlands

University of Seville, Spain

University of Kent, UK

Democritus University of Thrace, Greece



Ethnic & Cultural Identity

Attitudes, feelings, and perceptions of the degree of affiliation and belonging towards one's own ethnic group and/or the larger culture

ethnic identity salience

the degree to which one's background is important

cultural identity salience

the degree to which the context is important

(Ting-Toomey et al., 2000)



Ethnic / Cultural Identity Saliency

ethnic identity saliency

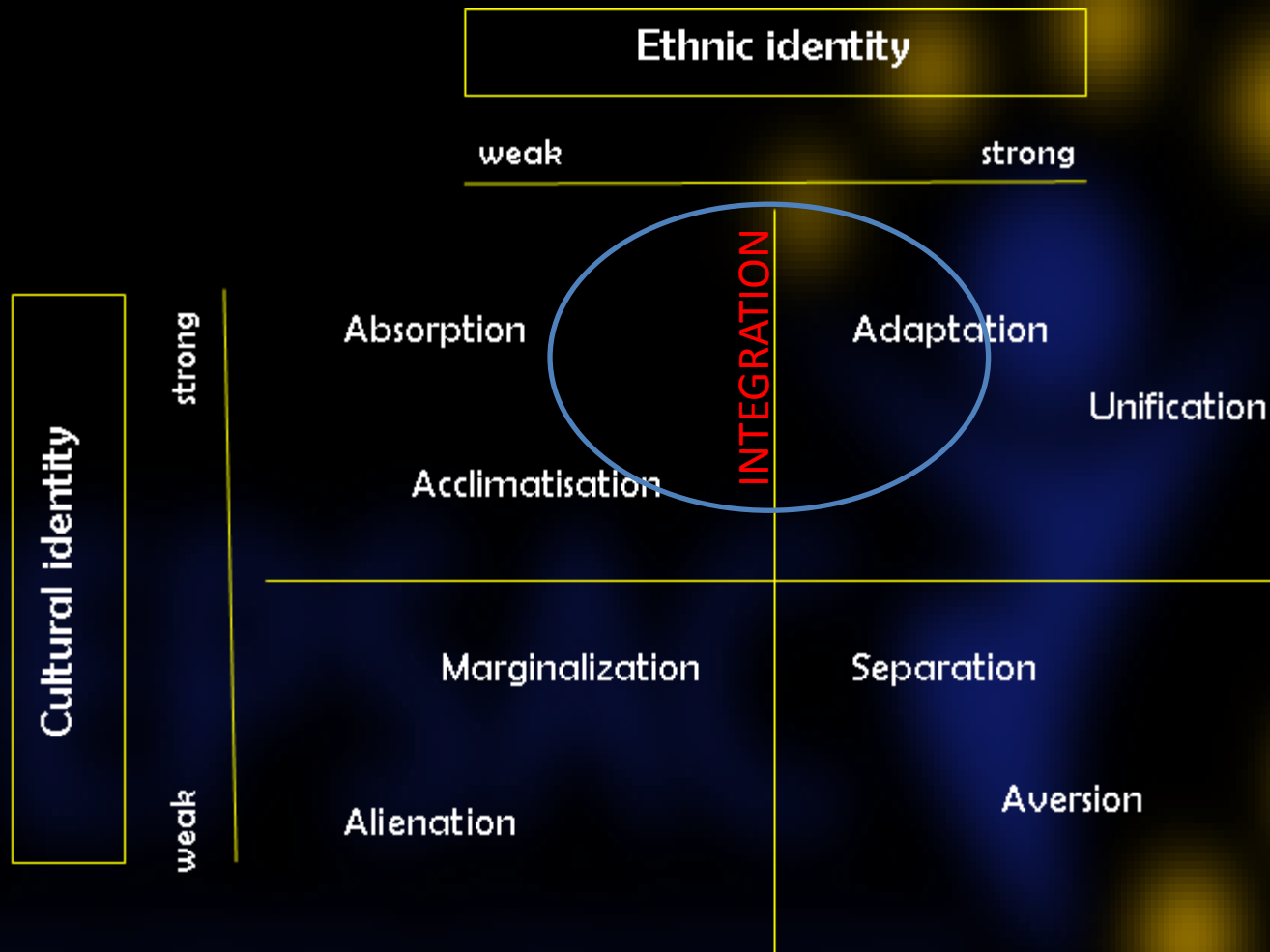
<u>weak</u>	<u>strong</u>
negative own group evaluation	positive own group evaluation
little ethnic interest	feelings of group membership

cultural identity saliency

<u>weak</u>	<u>strong</u>
indifferent to	larger culture
internalize larger culture	important to self-image



Ethnic-Cultural Identity & Integration



* Adapted from Berry, 2002; Kouli 2003



Ethnic-Cultural Identity Saliency questionnaire

Ting-Toomey et al., 2000; Kouli & Papaioannou, 2010

Ethnic Identity

sense of ethnic belonging (high Ethnic ID)

feelings of fringe (low Ethnic ID)

Cultural Identity

assimilation (high Cultural ID)

lack of Interaction (low Cultural ID)



Ethnic-Cultural Identity Salience questionnaire

24 items – 5-point scale (strongly disagree to strongly agree)

Ethnic belonging – 5 items

I absolutely identify with the traditions of my culture

Fringe – 6 items

I often feel bad that I belong to the ethnic group I do

Assimilation – 6 items

It is important for me to be accepted from the general culture

Lack of Interaction – 7 items

I avoid activities with individuals from other ethnic groups



Validation Stages

Translation

Danish, German, Spanish

1st sampling

CFA

Adaptation

Changes according to administration 1 results

2nd sampling

CFA – single and multi-sample models



Results – 1st sampling

Single-sample N = 1370	χ^2	df	CFI	IFI	RMSEA (CI)
British	286.68	246	.95	.95	.04 (.01 - .05)
Danish	393.05	246	.91	.91	.05 (.04 - .05)
German	402.86	246	.91	.91	.04 (.03 - .05)
Greek	292.64	246	.95	.95	.03 (.01 - .04)
Spanish	379.81	246	.89	.89	.04 (.03 - .05)



Methods – 2nd sampling

Sample

1012 participants – mean age 15.26, \pm 2.11

Danish, n = 124

German, n = 276

Greek, n = 244

Spanish, n = 368

Confirmatory Factor Analyses

1 overall model

4 single-sample models

2 multi-sample models

non-constrained model

constrained model - factor loadings and correlations



Results – 2nd sampling

	χ^2	<i>df</i>	CFI	IFI	RMSEA (CI)
Overall	458.95	246	.93	.94	.05 (.05 - .06)
Single-sample					
British	-	-	-	-	-
Danish	393.05	246	.91	.91	.05 (.04 - .05)
German	364.77	246	.91	.91	.04 (.03 - .05)
Greek	365.75	246	.96	.96	.05 (.04 - .06)
Spanish	471.21	246	.88	.88	.05 (.04 - .05)
Multi-sample					
Non-constrained	1865.18	1230	.91	.91	.02 (.01 - .02)
Constrained	2081.66	1326	.90	.90	.02 (.02 - .02)



Conclusion

Improve Representativeness of sample

UK data

dominant # non-dominant

males # females

Good psychometric support



Further instrumentation

Motivational Climate Scale for Youth Sport

Mastery Climate & Ego Climate

Smith et al. (2008)

Sport Climate Questionnaire

Perceived Autonomy Support (short version)

Deci, 2001

Controlling Interpersonal Communication

Rewards / Negative Regard / Intimidation / Personal Control

Bartholomew et al. (2010)

... came-up OK



So ...

Let's get to the real results

Thank you very much

Antonis Hatzigeorgiadis
Department of Physical Education & Sport Science
University of Thessaly
Trikala,
Greece

ahatzi@pe.uth.gr

