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The Indirect Effect of Ethnic Identity on Marijuana Use Through School Engagement: An African American High School Sample

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Abstract

Background—African American marijuana use is associated with many negative social, emotional, and health-related consequences. Of significance, over recent years this population has shown an increase in use. In the literature, ethnic identity and school engagement are prominent protective factors against substance use.

Objective—This study will examine how these protective factors are related, specifically whether ethnic identity mitigates risk through school engagement to reduce marijuana use.

Method—A path analysis was conducted with 437 African American high school students (41% male) from Midwestern schools to examine the role of school engagement in the relationship between ethnic identity and marijuana use.

Results—The results revealed that students high in ethnic identity have higher school engagement, which lessens their frequency of marijuana use. Therefore, ethnic identity reduces marijuana use by increasing student's school engagement.

Conclusions/Importance—The results offer a clearer picture of how ethnic identity and school engagement protect against marijuana use. The results also present insight into how to protect students who are low in ethnic identity.

Keywords

marijuana; ethnic identity; school engagement; African American; high school students

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Marijuana use among adolescents is a concern in the United States. Marijuana is the third most commonly abused drug, and the most commonly used *illicit* drug by adolescents (The Substance Abuse and Mental Health Services Administration [SAMHSA], 2014). There has

also been a trend of increased use in recent years. In 2013, approximately 23% of high school seniors reported marijuana use in the past month, which was an increase of 3.3% from 2008 (Merrill, 2015). Further, 2013 was the first time that the marijuana use for African Americans was greater than that of White Americans (29% vs. 20%; Johnson et al., 2015).

Substance use during adolescence is associated with a myriad of problems including lower academic attainment, negative attitudes towards school, later 'hard' drug use, and future substance use disorders (Agrawal et al., 2008; Street, Harris-Britt, & Walker-Barnes, 2009; Williams et al., 2007a). Marijuana use among African American youth is particularly damaging given the extreme consequences that stem from their use. For example, African Americans are disproportionately punished for marijuana use (Golub, Johnson, & Dunlap, 2007) leading to an overrepresentation of African Americans in the juvenile justice system (Williams et al., 2007b). Despite the rise in use and the numerous negative consequences associated with African American marijuana use, theoretical models surrounding substance use focus on White adolescents (Su & Supple, 2014), leading researchers to call for more research on minority populations (D'Amico et al., 2014).

Extant literature on African American substance use has focused on cultural factors that may inform use, such as ethnic identity. This literature shows that high ethnic identity (an individual's attachment to and knowledge of their ethnic group; Phinney, 1992) is associated with less substance use among African American adolescents (e.g., Brook, Balka, Brook, Win, & Gursen, 1998; Pugh & Bry, 2007; Stock et al., 2013). Little is known, however, about *how* ethnic identity works to lessen substance use. One potential mechanism is school engagement, defined as the behavioral, emotional, and cognitive engagement in one's schooling (Fredricks & McColskey, 2012). The purpose of the present study is to uncover the possible mediating role of school engagement on the relationship between ethnic identity and marijuana use.

Ethnic Identity and Substance Use

Social-ecological theory postulates that environmental contexts and experiences in those environments influence development (Apter & Conoley, 1984). This theory utilizes a multisystem approach to understanding contexts. Social-ecological theory defines various contexts that impact the child such as, (a) Macrosystem (most distant ecology encompassing cultural beliefs and values) and (b) Microsystem (the ecology closest to the child, such as family and school environments; Bronfenbrenner, 1997, 1992). Therefore, different contexts such as school, family, peers, and community can influence adolescent substance use. The present study will focus on the impact of the Macrosystem (ethnic identity) and Microsystem (school engagement) on marijuana use.

Ethnic identity encompasses an individual's attachment to and knowledge of their ethnic group (Phinney, 1992; Phinney & Ong, 2007). The development of ethnic identity occurs through exploring what it means to be a member of a person's ethnic group(s). Those who have examined and resolved any conflict with their ethnic identity tend to have a sense of belonging to their ethnicity, see themselves as members of that ethnicity, and surround

themselves with other members of their ethnicity. They also participate in their culture's traditions (Marsiglia, Kulis, & Hecht, 2001).

Ethnic pride can be protective against discrimination and stereotypes (Zapolski, Fisher, & Hsu, 2016) and a positive ethnic identity reduces the correlation between experiencing discrimination and alcohol problems (Richman, Boynton, Costanzo, & Banas, 2013). Additionally, a strong ethnic identity, including ethnic affiliation, attachment, and pride, is protective against substance use (Brook et al., 2010; Love, Yin, Codina, & Zapata, 2006). Brook, Balka, Brook, Win, and Gursen (1998) assessed young adult African Americans and found lower substance use among individuals with greater attachment with their ethnicity. Marsiglia, Kulis, Hecht, and Sills (2004) corroborated this relationship by finding that ethnic identity was protective against substance use among preadolescents. Furthermore, the authors also found that positive ethnic identity was linked with less substance use and antidrug values. Additionally, researchers have found that ethnic identity in African American adolescents is associated with less substance use (Stock et al., 2013). Ethnic identity is also protective against marijuana use specifically. For example, Pugh and Bry (2007) found that ethnic identity was negatively correlated with marijuana use. Therefore, positive ethnic identity appears to be a protective factor for substance use generally and marijuana use specifically.

School Engagement and Substance Use

School engagement has been described in various ways in the literature. For the purpose of this study, it is defined as a multi-dimensional construct that represents behavioral, emotional, and cognitive engagement in an individual's schooling (Fredricks & McColsky, 2012). Behavioral engagement represents the observable aspect of school engagement. Emotional engagement embodies the student's affect toward schooling. Finally, Cognitive engagement taps into a student's value of learning and their thoughts regarding education (Fredricks & McColsky, 2012).

The relationship between ethnic identity and school engagement has theoretical support. Helms' (1995) people of color (POC) theory is supportive of the progression from high ethnic identity to more school engagement. This theory is a model for understanding the self-concept of minority adolescents. Helms (1995) asserts that minority individuals experience various forms of oppression. Further, they are socialized to believe that they are "less than" their White counterparts. Consequently, these individuals endure a psychological burden as they adjust to White principles of conduct. Therefore, they must first become aware of racism and reconcile negative internalizations about their race. Reconciliation can be accomplished through achieving high ethnic identity. After ethnic identity is achieved, they engage with positive constructs, such as schooling. Therefore, it is likely that high ethnic identity precedes school engagement. This is evidenced by Perry's (2007) review of the achievement gap, which indicated that higher ethnic identity led to higher school engagement.

School engagement is important to consider when examining adolescent substance use. Research has found that school engagement is a significant factor in the positive

development of youth (Glanville & Wildhagen, 2007). One way it positively influences development is in the protection against substance use. Skorikov and Vodracek (2007) found that positive attitudes toward schooling were protective against substance use in a middle and high school sample. School engagement has also been associated with reduced odds of substance use across adolescence and into emerging adulthood (Hawkins, Guo, Hill, Battin-Pearson, & Abbot, 2001). Li and Lerner (2011) suggest that school engagement may be protective due to the student being too busy to explore risky behaviors, such as substance use.

Alternatively, negative attitudes about school are predictive of greater substance use (Bryant & Zimmerman, 2002; Eccles, Lord, Roeser, Barber, & Jozefowicz, 1997; Hawkins, Catalano, & Miller, 1992). Specifically, individuals who frequently cut class, skip school, and express low school motivation, are more likely to use marijuana (Bryant, Schulenberg, Bachman, O'Malley, & Johnston, 2000; Bryant & Zimmerman, 2002; Voelkl & Frone, 2000). Furthermore, individuals who drop out of school are more likely to use substances than those who stay in school (Williams et al., 2007a).

The relationship between school engagement and substance use remains when examining predominantly African American samples. For example, Conner and colleagues (2012) examined the substance use and school attitudes of 301 adolescents. The majority of the sample was African American (87%). They found that non-users had more positive attitudes about school. Researchers have found that school disengagement, operationalized by considering standardized test scores, attendance, failing a core subject, suspension, and grade retention, is associated with problem substance use among African American adolescents (Henry et al., 2012).

It has been found that African Americans are more likely than White Americans to suffer from disengagement from school (Darensbourg & Blake, 2013; Luthar, 1999; McLoyd, 1998; Ogbu, 2003; Thompson & Gregory, 2011). Further, youth of color have less favorable trajectories for both behavioral and emotional engagement with school (Li & Lerner, 2011). Consequently, the African American population is less likely to build connections with their school and therefore is at increased risk for substance use. Therefore, due to high levels of disengagement in the African American population, school engagement is key when investigating substance use.

In the literature, ethnic identity and school engagement have been included in models predicting behavioral outcomes. Hughes, Witherspoon, Rivas-Drake, and West-Bay (2009) conducted a study with White and African American youth. One of their findings was that higher ethnic identity was associated with greater school engagement. Furthermore, Hughes and colleagues (2009) found the opposite was also true, that lower ethnic identity predicted less academic engagement. Therefore, an individual's degree of ethnic identity is predictive of their level of academic engagement. Perry (2008) found similar results when assessing racial identity and school engagement. This study entailed assessing the impact of racial identity on behavioral (attendance, attention, time spent on class work) and psychological (identification with school) factors of school engagement. Results indicated that high racial identity was associated with increases in behavioral and psychological types of school

engagement. Although Perry (2008) examined racial identity instead of ethnic identity, he concluded that school engagement is regulated by racial identity development. Thus, high racial identity is predictive of high school engagement.

Current Study

Overall, literature exists regarding the protective effects of ethnic identity and school engagement against marijuana use. Furthermore, research also exists regarding the relationship between ethnic identity and school engagement. However, little is known about the possible indirect effect of ethnic identity through school engagement on marijuana use. This study will examine whether ethnic identity alleviates risk through school engagement to decrease marijuana use. While past research has alluded to this relationship, it has yet to be directly examined or confirmed. Having a better understanding of this progression could offer insight into intervening in adolescent marijuana use. This information is critical in light of the expanded rates of marijuana use in African American populations (Johnson et al., 2015; Merrill, 2015) and the punitive consequences that follow such use (Golub et al., 2007). It is hypothesized that (a) ethnic identity will correlate negatively with marijuana use; (b) school engagement will have a negative relationship with marijuana use; (c) ethnic identity will have an indirect relationship with marijuana use through school engagement.

Methodology

Participants

The total sample consisted of 437 African American high school students (41% male). There were 198 ninth graders (44.3%), 104 tenth graders (23.8%), 87 eleventh graders (19.9%), and 48 twelfth graders (11%) across the participating Midwestern schools (Refer to Table 1).

Procedure

The data is a secondary data analysis of a larger study of schools in the Midwest that participated in the *Coordinated Community Student Survey* (C²S²; Barnes, Almerigi, & Hsu, 2009). This study was open to all willing 4th-12th graders across 117 Midwestern urban, suburban, and rural schools. The surveys were administered during school hours to all students whose parents had given written consent. The specific sample for this study consists of the self-identified African American students in the 9th-12th grade. The data was collected in 2014 (for more information see Barnes et al. 2009).

Measures

Coordinated Community Student Survey (C²S²)—This survey is 208 items designed to assess student physical, social, and psychological health. Data from three constructs was used for this study: ethnic identity, school engagement, and marijuana use.

Marijuana use—Marijuana use was measured from students' self-reported marijuana use. Students reported how frequent ("0 days" to "every day") within the past 30 days. Their answers were computed into a dichotomous variable (did use, did not use).

Ethnic identity—Ethnic identity was measured using a revised version of Phinney's (1992) 14-item Multigroup Ethnic Identity Measure (MEIM). The revised version features 12-items that measure ethnic identity using the Affirmation subscale, made up of 6 items (e.g., "I feel good about my cultural or ethnic background") and the Exploration subscale, made up of 7 items (e.g., "In order to learn more about my ethnic background, I have often talked to other people about my ethnic group") of the MEIM (Roberts, Phinney, Masse, Chen, Roberts, & Romero, 1999). The MEIM assesses the degree to which adolescents have achieved a sense of ethnic identity. Items are scored on a 4-point Likert scale with ratings that ranged from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). A total ethnic identity score is computed by reversing negatively worded items and averaging the items. Cronbach's alpha's for the MEIM was found to be .89 for this study.

School engagement—School engagement describes a student's behavioral, emotional, and cognitive commitment to schooling (Chase, Hilliard, Geldhof, Warrant, & Lerner; Fredricks & McColskey, 2014). It was assessed in terms of three subscales: School Preparation (behavioral engagement), Beliefs about School (cognitive engagement), and Enjoyment of Schoolwork (emotional engagement). The School Preparation subscale includes 11 items, (e.g., "I have good study habits"), the Beliefs about School subscale includes 5 items (e.g., "I believe school work is very important"), and the Enjoyment of Schoolwork subscale includes 6 items (e.g., "I enjoy learning new things at my school"). It encompasses a total of 22 questions. The Beliefs about School and Enjoyment of Schoolwork subscales were measured via a 4-point scale ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). School Preparation was measured using a 4-point scale ranging from 1 (*Not at all like me*) to 4 (*A lot like me*). Cronbach's alpha's for this scale was .86. It was found that the subscales were all moderately correlated with each other (Refer to Table 2).

Analytical Strategy

The analysis was conducted using SPSS 24.0. Demographic variables (i.e., grade and gender) were included in the analysis. Due to the nested nature of the dataset (the school level variable is the specific school the student attended), multilevel analyses were considered. The school level variable was included in a regression with marijuana use and ethnic identity. However, upon investigation, no significant relationship was found, thus it was determined that the school did not have a significant impact on the variables of interest. Accordingly, an individual level model was used. To investigate the study's main hypothesis that school engagement mediates the relationship between ethnic identity and marijuana use, the individual pathways were analyzed using the PROCESS macro (Model 4: simple mediation, specified by Hayes, 2013).

The PROCESS macro utilizes logistic regression-based path analysis framework for estimating various effects. This study specifically tested an indirect effects model. The analysis involved Model 4 in PROCESS, which is a simple or parallel indirect effect model that estimates that direct and indirect effect(s) of X (ethnic identity) on Y (marijuana use) through one or more mediators M (school engagement). This program utilizes bootstrapping to create bias-corrected confidence intervals for the indirect effect and other indices of effect size for the indirect effect (Hayes, 2013). The current study was performed using 5,000

bootstrap samples. Only participants who provided full data were retained for the current analysis, therefore no imputation of missing data was necessary.

Results

Descriptive Statistics and Group Differences

After removing outliers and missing cases, the final sample consisted of 437 high school students; 41% were male ($n = 179$). Forty-four percent of the students were in ninth grade ($n = 198$), 23.8% were in tenth grade ($n = 104$), 19.9% were in eleventh grade ($n = 87$), and 11% were in twelfth grade ($n = 48$). The school engagement scale ranged from 25–88 ($M = 71.35$, $SD = 8.49$). The ethnic identity scale ranged from 1–4 ($M = 2.89$, $SD = .61$). An analysis was also conducted to assess the percentage of individuals who used marijuana. Approximately 86% of the students did not use marijuana in the past 30 days (Refer to Table 1).

A correlation matrix was also constructed to analyze the association between the study variables (Table 3). Correlations with grade are Spearman correlations and the remaining are Pearson correlations. A gender effect was found such that females reported higher school engagement than males ($r = .216$, $p = .01$). There were no gender effects found for marijuana use ($r = -.042$, ns). However, there were statistically significant differences in marijuana use when considering grade ($r = .178$, $p < .01$). It was also found that school engagement was positively associated with grade ($r = .096$, $p < .05$) and negatively associated with marijuana use ($r = -.257$, $p < .01$).

Path Model: Relationship between Ethnic Identity, School Engagement, and Marijuana Use

Since the dependent variable (marijuana use) is a binary outcome and the mediator (school engagement) and the independent variable (ethnic identity) are both continuous variables, we performed a path (mediation) analysis using logistic regression. The logistic regression from marijuana use on ethnic identity indicated that higher ethnic identity was directly associated with lower marijuana use ($\beta = -.843$, $p < .001$). The process (Hayes, 2013) results indicated the direct effect of ethnic identity on school engagement was also significant, with higher ethnic identity associated with higher school engagement ($\beta = 4.921$, $p < .001$). Since the dependent variable is binary, logistic regression does not need to satisfy the typical linear regression assumptions. Due to both mediator (school engagement) and independent variable (ethnic identity) being continuous, the only linear regression part is regressing school engagement on ethnic identity. We have checked the assumptions and all assumptions were met. Further analysis revealed that the direct effect of school engagement on marijuana use was significant, with high school engagement associated with lower marijuana use ($\beta = -.061$, $p < .001$; Refer to Table 4 and Figure 1). When assessing the path model including school engagement, the indirect effect of ethnic identity on marijuana use was significant (estimated effect = $-.299$, Boot CI [95] = $-.527$ to $-.1217$). Since the entire model includes a confidence interval that is less than zero, we can conclude that the indirect effect is statistically significant. Which means we have a mediation. Thus, ethnic identity indirectly influences marijuana use through its effect on school engagement.

Discussion

The United States has a growing African American population; however, there is a dearth of research and few models for marijuana use for this population (Passel & Cohn, 2008; Wallace & Fisher, 2007). Furthermore, marijuana use among African American youth is increasing (Johnson et al., 2015). The literature documents numerous negative outcomes associated with marijuana use for African Americans, such as a rapid progression from use to dependence (Alvanzo et al., 2011), lower academic achievement (Williams et al., 2007a), legal and social issues (Witbrodt, Mulia, Zeng, & Kerr, 2014), and higher arrest and incarceration rates (Ramchand, Pacula, & Iguchi, 2006). Therefore, it is important to find ways to prevent and treat marijuana use for these individuals. The current study adds to the literature by uncovering how ethnic identity works through school engagement to reduce marijuana use of African American high school youth.

The results of this study revealed that there were no statistically significant differences in marijuana use between males and females. The literature on gender differences for marijuana use is mixed. Some research has found boys using more, (Ehrenreich, Nahapetyan, Orpinas, & Song, 2015; Little, Weaver, King, Liu, & Chassin, 2008) girls using more, (Flory, Lynam, Milich, Leukefeld, & Clayton, 2004) and no differences (Griffith-Lendering, Huijregts, Mooijaart, Vollebergh, & Swaab, 2011; Lynne-Landsman, Graber, Nichols, & Botvin, 2011). However, the majority of this research has been conducted with mostly white (i.e., Flory et al., 2004; Griffith-Lendering et al., 2011; Little et al., 2008) younger samples (i.e., Ehrenreich et al., 2015; Flory et al., 2004, Griffith-Lendering et al., 2011; Lynne-Landsman et al., 2011) and therefore may not generalize to the current study's population. Thus, it could be that in this population of African American high school students, there truly are no significant gender differences. Indeed, studies have found that African American female adolescents report more marijuana use than White female adolescents (Johnston et al., 2010). Further, research has indicated that the gender gap in marijuana use is reducing, and females are catching up to males generally (Palmer et al., 2009) and within the African American population specifically (Johnson et al., 2015). Thus, there is evidence that in the African American population, gender differences in marijuana use may not exist.

It was also found that grade was statistically significant, indicating a more frequent use of marijuana for students in higher grades. This is consistent with past research that has shown marijuana use increases as students reach higher grades. For example, the *Monitoring the Future* study found that 6.6% of eighth graders, 14.2% of tenth graders, and 20.6% of twelfth graders reported marijuana use (Johnston, O'Malley, Bachman, & Schulenberg, 2012). This indicates that prevention efforts should focus on individuals in middle school, while intervention efforts should focus individuals in high school.

Moreover, the results indicated that both ethnic identity and school engagement have a negative relationship with marijuana use, which is consistent with the past literature (e.g., Bryant et al., 2000; Pugh & Bry, 2007; Stock et al., 2013). However, the relationship between these protective factors and marijuana use is more complex. Specifically, it was found that students high in ethnic identity have higher school engagement, which lessens the

frequency of their marijuana use. Thus, ethnic identity works through school engagement in that ethnic identity reduces marijuana use by encouraging school engagement. This finding expands our current understanding of how ethnic identity and school engagement are protective against marijuana use. This study unveils how students' ethnic identity is pivotal in school engagement, and that this engagement with the school is what leads to lower marijuana use. Accordingly, if we want to prevent these students from using marijuana, we could assess where they are in their ethnic identity development and how engaged they are with school.

Limitations

While this study contributes to the larger literature by examining protective factors in an under researched population, several limitations must be noted. This sample was drawn from a limited demographic region; therefore, findings cannot be generalized to other geographic locations. Another limitation is the low representation of twelfth grade students. Specifically, there were only 48 respondents in the twelfth grade. Therefore, this grade level is not adequately represented in comparison to ninth through eleventh grade. Further, due to the nature of the dataset that was analyzed, relevant variables (e.g., grade point average) were not controlled for. Another weakness is that the data used in this study consisted of a cross-section of a longitudinal dataset. We were unable, however, to utilize longitudinal data given the limited number of African American participants and high attrition rates. Utilizing the longitudinal data would have allowed for stronger claims and a clearer picture of the relationships in question. However, while this analysis was not conducted with longitudinal data, it is beneficial to know that the constructs are related. Hayes (2013) indicates that it is helpful to look at these relationships even without multiple waves of data when it is supported by strong theory. As stated above, the progression from high ethnic identity to high school engagement is supported by Helms' (1995) POC theory. This theory states that it is necessary for minorities to become aware of racism and to then overcome negative internalization via the development of a strong ethnic identity. This in turn is associated with many positive outcomes such as school engagement and educational achievement. Thus, there is theoretical support for the relationship between the variables in question. Finally, as this was a self-report questionnaire, it is possible that some students did not fill out the survey honestly, by succumbing to social desirability bias. This has been cited as a serious threat to survey driven studies (Stocké, 2007). Despite the noted limitations, the current study advances our understanding and contributes to our knowledge around prevention and intervention for African American adolescent marijuana use.

Future Directions

Future research should be conducted with longitudinal data to test how changes in ethnic identity impact school engagement and marijuana use. Future research should also control for other factors in the model, such as grade point average and socioeconomic status. Doing so will aid in confirming the finding that ethnic identity indirectly influences marijuana use through its effect on school engagement. Future research may also consider how these factors impact mixed racial groups. It could be beneficial to assess ethnic identity of individuals who identify with more than one ethnicity. Another avenue of research is to test the relationship between ethnic identity and school engagement in regard to other

substances, both illicit and legal. This will help expand the literature of how ethnic identity and school engagement impacts the use of a variety of substances. Future research should examine how school related factors might impact marijuana use, ethnic identity, and school engagement. Particularly, research should focus on the racial composition of the school or community. This could impact overall marijuana use as well as the ability to achieve school engagement. Overall, while this study adds to the literature by revealing the indirect relationship of ethnic identity to marijuana use through school engagement, there remain unanswered questions.

Conclusion

This study sought to better understand two prominent protective factors against marijuana use. This information is valuable, given the increase in use for the African American population (Johnson et al., 2015; Merrill, 2015), as well as the harsher punishment for marijuana use (Golub et al., 2007). This study revealed how ethnic identity and school engagement work to prevent marijuana use. Specifically, ethnic identity is indirectly related to marijuana use through school engagement. This finding provides support for theoretical understanding of these concepts. Further, this research offers improved insight into how ethnic identity and school engagement are related. Accordingly, this study aids in our understanding of protective factors and how they relate to marijuana use.

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Figure 1.
Depiction of structural model representing the pathways to marijuana use. All pathways statistically significant at $p < .001$.

Table 1

Descriptive Statistics

Variable	N	%	Mean (μ)	SD
Gender				
Male	179	41.0		
Female	258	59.0		
Grade				
9	198	44.3		
10	104	23.8		
11	87	19.9		
12	48	11.0		
Use Marijuana	64	13.9		
Do Not Use	396	86.1		
School Engagement			71.4	8.5
Ethnic Identity			2.9	0.6

Note. SD = standard deviation; N = number.

Table 2

Correlations of School Engagement Subscales

Variable	Preparation	Beliefs	Enjoyment
Preparation	1	.49	.45
Beliefs	.43	1	.35
Enjoyment	.45	.35	1

Note. All correlations are statistically significant at $p < .01$.

Table 3

Correlation Coefficient Matrix

Variable	Gender	Grade	Marijuana Use	School Engagement
Gender	1		-.042	.216**
Grade		1	.178**	.096*
Marijuana Use			1	-.257**
School Engagement				1

Note. Gender: male = 0, female = 1,

*
 $p < .05$,

**
 $p < .01$.

Table 4
The Indirect and Direct Effect of Ethnic Identity on Marijuana use Through School Engagement

	Direct Effect			Indirect Effect		
	Estimate	SE	Bootstrap 95% CI	Estimate	SE	Bootstrap 95% CI
EI → SE (a)	4.921	.625	(3.69, 6.15)			
SE → MU (b)	-.061	.017	(-.094, -.027)			
EI → MU (c')	-.843	.237	(-1.31, -.378)			
EI → SE → MU (c)				-.299	.106	(-.527, -.121)

Note. EI = ethnic identity, SE = school engagement, MU = marijuana use. All pathways statistically significant at $p < .001$.