

## **Niam lo lus rau siab: Hmong mothers' support**

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With distinct gender roles and expectations within Hmong communities and clans (Ngo & Lee, 2007), the way in which education Hmong mother's encourage and support their daughters is of particular concern. Exploration of this process is warranted within the context of research which suggests that parent's value daughter's academic endeavors less than that of their sons (Ngo and Lee, 2007). As such, this qualitative study investigated the educational experiences and perspectives of eight Hmong mothers who have an undergraduate daughter attending a 4-year university. Framed within a psychosociocultural approach (Gloria & Rodriguez, 2000), Hmong mothers were asked to share their own educational narratives, understanding of college, and values and attitudes for their daughters. Implementing a line by line content analysis, narratives were analyzed for emergent themes and subthemes. The Hmong mother's share poignant stories of their desires and efforts to support their daughters by all means possible such that they can both mothers and daughters succeed. The themes and subthemes, along with illustrative statements will be presented and implications drawn for constituents who seek to advance the educational well-being of Hmong communities.