

Lub Txhawb Nqa: Survey of Hmong parents' educational encouragement

Pa Her

Exploring the role of Hmong parents within higher education using a psychosociocultural framework (Gloria & Rodriguez, 2000), this study explored the psychosociocultural processes of 121 Hmong mothers' and fathers' educational encouragement of a son/daughter attending a 4-year university. The parents were primarily non-U.S. born with limited formal education in the U.S., with all but two parents reported being born in Laos. Counter to the study's hypothesis, differences were not yielded for mothers and fathers for each of the study's variables. Although the Hmong literature clearly indicates gendered roles and expectations (i.e., mothers as emotional providers, fathers as head of household), these same differences did not emerge relative to overall parental beliefs about a son/daughter in higher education. Instead, differences emerged within the parent-child pairing such that the strength of the variables between the parents and the sons were stronger than for the parents and the daughters. Specifically, both fathers and mothers had a greater sense of confidence to encourage their sons in higher education than they did with their daughters. Overall, parental self-efficacy emerged as the strongest positive predictor of parental educational encouragement for the Hmong parents. The study's findings will be discussed and implications drawn for constituents who advance the education of the Hmong community.