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PARENTAL INFLUENCES AND ACADEMIC SUCCESS OF
Hmong Adolescent Students: Is There a Relationship?

by
Song Lor

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in
Guidance and Counseling

Approved: 2 Semester Credits


Investigation Advisor

The Graduate College
University of Wisconsin-Stout
December, 1998

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ABSTRACT

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<u>Parental Influences and Academic Success of Hmong Adolescent Students: Is There a</u>	
(Title)	<u>Relationship?</u>

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This study examined the relationship of parent involvement, acculturation level, parent education level, and academic success among Hmong adolescent students. Thirty students and their parents from Saint Paul and Menomonie participated in the study. The survey instrument used for the study included completion of an acculturation level scale along with a parent involvement questionnaire for each student and parent. Academic success was measured using the student's GPA. Parent education level was measured categorically by the level of school attained. Results analyzed by the SPSS-X statistical package using Pearson correlation indicated that there is a positive correlation among the variables: parent involvement and academic success ($r=.3840$, $p=.044$); and parent education and academic success ($r=.3943$, $p=.042$). However,

although research data concludes that there is a positive relationship between acculturation level of a family and academic success. this study suggested that there is not a statistically significant positive correlation between the two variables ($r=.3159$; $p=.108$). Recommendations were made by the researcher to assist educators in ensuring academic success for their Hmong students.

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Chapter I

Introduction

To many Americans, Asian students were looked at and recognized as being the overachievers and successful academically. They were seen as the hardworking, independent, and responsible group that people looked up to as role models. Many times this perspective doesn't take into consideration the differences among the diverse Asian groups. Furthermore, because of this oversight in the Asian culture, many Southeast Asian refugee communities have suffered a great deal especially within the American educational system. The amount of crime and violence is increasing at an alarming rate within the Southeast population (Coward & Coward, 1993). The number of robberies, assaults, and hate-related offenses are climbing as well as unemployment, drug and alcohol abuse, teenage pregnancies, and school dropouts. In addition, the Hmong population has faced other difficulties as a result of living in the Western society such as language barriers, conflicts in values and social norms, and involvement in culture change.

Because of these changes and difficult transitions within the Hmong population, it is critical that we as educators study this impact as they are transitioning into the American educational system and identify helpful resources that would assist this particular population in achieving success. The Hmong people who are noted for their strong sense of family unity, particularly the clan identity, have faced many challenges within the American educational system as they lack many skills to successfully achieve in the educational system. With the major changes in the law such as immigration and naturalization, social security, and other social welfare

programs, the Hmong people will face even greater challenges as these drastic cuts will have a major psychological and economical impact on these families.

Upon coming to the United States, more and more changes occurred within the Hmong family system. Becoming acculturated into the mainstream American culture, the Hmong children have drastically changed their lifestyle, holding more of an autonomous view of life. As a result of these changes in family values, high school drop out rates, gang involvement, and teenage pregnancies have risen while the value of an education has gradually declined in the youth population. But as we all know, education is a vital key in allowing self sufficiency and advancement to take place. The education of the first generation of children born in the United States is an important issue for the economic and social integration of the Hmong refugees in the coming decades. The Hmong have now become America's third largest and fastest growing minority (Coward & Coward, 1993). Because of the large Hmong population in the American educational system, the success of Hmong children in the public schools is of critical importance.

These are the reasons why we should understand the Hmong population, particularly, their educational status. As educators, we need to study these factors more closely and find ways to help these students achieve success in the American educational system. We need to examine the factors that help or hinder students in becoming academically successful so they can become productive citizens in our society. With that in mind, this research will be studying the relationship of four different variables: parent involvement, acculturation level, education level of parents, and level of academic success. This study will determine if parent involvement, acculturation level, and education level relate to the academic success of Hmong adolescent students. These variable will be analyzed to determine if they correlate with the academic success

of our Hmong students. Therefore, the knowledge gained from this study will help educators to improve and develop strategies to ensure that students are achieving success in the American educational system. It will help us to provide appropriate and useful support to Hmong families and their children so they can achieve self sufficiency and become productive citizens in our community. We will be able to recognize factors influencing Hmong student's academic success and find out what factors contribute to or hinder academic achievement.

Statement of the Problem

The purpose of this study is determine the level of correlation between academic success as measured by the student's grade point average (GPA) and parental influences as measured by the educational level of the parents, the acculturation level of the family, and the perceptions of the parent and adolescent regarding the level of parent involvement for Hmong adolescent students.

Research Hypotheses

A review of literature shows that the acculturation of the family is positively related to ethnic minority student's performance in school (Manaster, Chan, Safady, 1992). Studies have also shown that family processes in Hmong families, such as support of education and aspirations for children's academic attainment, have been shown to influence positively the achievement of their children. In addition, research has also indicated that there is a strong link between parent's

education and socioeconomic status and student achievement on standardized test in a study that included Cambodian and Hmong students (Lai and others, 1990)

Therefore, this study will have three research hypotheses:

- 1) There will be a positive correlation between parent involvement and academic achievement among Hmong adolescent students.
- 2) There will be a positive correlation between parents educational level and academic achievement in Hmong adolescent students.
- 3) There will be a positive correlation between the acculturation level of a family and the academic achievement in Hmong adolescent students.

Definition of Terms

The following definition of terms apply to this research project:

- 1) Acculturation level is the level of adoption by an individual or group of the culture patterns of another group and is categorized as follows:
 - a) Bicultural is being able to function as effectively in the dominant culture as in your own, while holding on to the manifestations of your own culture.
 - b) Traditional is holding onto the majority of cultural traits from the culture of origin while reflecting few of the traits of the dominant culture.
 - c) Marginal is having little contact with traits of the Caucasian culture.
 - d) Acculturated is having given up most of the cultural traits of the culture of origin and

assumed the traits of the dominant culture.

- 2) Parental influence is the amount of power a family has to produce effects resulting from status.
- 3) Educational level is the level of educational attainment of the parent and is being measured categorically by the number of years of schooling the parents have obtained.
- 4) Academic success is a high degree of academic achievement and will be measured by the student's GPA.
- 5) Parental involvement is the dedication of resources by the parent to the child within a given domain and will be measured by the perceptions of the student and the parents (Grolnick, Benjet, Kurowski, Apostoleris, 1997).

Chapter II

Review of Literature

The chapter will review the literature available concerning the general relationship of parent involvement, acculturation level, parent education level, and academic success. It will also review the existing relationship between the Hmong family influence, particularly parent educational level, acculturation level, parent involvement, and academic achievement in Hmong adolescent students.

Prior to the examination of current research information regarding the relationship of the variables, the literature review will briefly cover information on the history of the Hmong people and the family unit including the clan membership, gender roles, lifestyle, and the involvement in the Vietnam War to introduce us to the Hmong culture.

The Hmong Culture

The Hmong were a group of people who lived in the high mountains of Laos. They were an agrarian society that mainly depended on farming and raising of livestock to support their families. Older children were taught to farm, to care for animals, to embroider, to make guns and silver jewelry (Hamilton, 1993). Being situated in the mountains in remote isolated villages few if any Hmong, had any schooling (Vangyi, 1980). The home was the basis of formal education for Hmong children, and everyone including extended family and clan members took part in teaching

children practical and culturally correct ways of existence (Barney, 1967). Particular attention was paid to teaching children taboos and the Hmong values of truthfulness, bravery, and loyalty.

The Hmong people have a strict living arrangement in their culture. The highest regards were given to the elders. Children were among the lowest level of hierarchy. They were not allowed to speak back to their elders and parents. Complete obedience and respect for the elders were highly valued in the Hmong culture whereas autonomy is most valued in the American culture. The Hmong parents relied mostly on the authoritarian parenting style as they set high expectations for their children.

The Hmong people are a patriarchal society. They hold very traditional gender roles. The men were the decision makers while the women took the roles of a housewife attending to the needs of their husbands and relatives. Women were regarded as possessions; property of their husbands through the practice of bride-pricing. In the Hmong authority system, Hmong women had no official title or status. Their roles as wives were limited as their most important responsibilities were to provide for their family and to raise children, especially male children.

In Laos, education was reserved for men and little educational opportunities were given to women (Walker, 1995). Because of the inability to provide an education for all the children, the males would usually receive their education first. Female children would have an opportunity to attend school when there were enough financial resources available for them. While the male children attended school, the female children stayed home to help with child-care and perform other household responsibilities.

Aside from the strong patriarchal structure of the Hmong people, they have a strong sense of family unity among their extended family members and their clans. The clans in the Hmong

community were a vital attribute to the Hmong families. They served as the political and social structure in the Hmong society (Flom, 1994). The clan was a form of identity for the Hmong people and was made up of male ancestors, their sons and unmarried daughters and the children of sons presumably going back one hundred and sixty or more generations. Yang Dao (1992) explained that children are members of their father's clan and take its name. There were approximately twenty five original clans in Laos, but there are only about ten clan names that are common in the United States (Moffat, 1995).

During the time of the Vietnam War, the Hmong military forces were recruited by the Central Intelligence Agency (known as the CIA) for military tasks ranging from fighting against Pathet Lao forces, mining the Ho Chi Minh trail, setting up ambushes for North Vietnamese troops and rescuing American pilots shot down over Laos (Policy Research, 1997). Following the withdrawal of the American forces, many Hmong soldiers and their families began an exodus across the Mekong River into Thailand to escape retribution from the new Communist government. In an effort to assist the Hmong people to restart their lives, the American government allowed a number of refugees to enter the United States. Soon after more waves of refugees immigrated to the United States. There is an estimate of 168,337 Hmong living in the United States in 1997 (Simon Fass, 1991).

Relationship between Parent Involvement and Academic Success

Many people would generally agree that the success of students in schools and throughout life is more likely if and when schools and families work together to support learning. It's been

suggested that the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which the student's family is able to:

1. create a home environment that encourages learning.
2. express high (but not unrealistic) expectations for their children's achievement and future careers.
3. become involved in their children's education at school and in the community.

What parents do at home to support their children's learning has a strong, independent effect on their children's achievement. It has been suggested that when parents are involved in their children's education at school and in the home, not only will the children do better in school but will likely go farther in school. Fehrman, Keith, and Reimers (1987) concluded that parent involvement has an important, direct effect on high school grades. Using the data of 28,000 high school seniors in a longitudinal study, the relationship of these variables was studied: parent involvement, grades, T.V. time, and time spent on homework along with other background variable such as intellectual ability, ethnicity, family background, and gender. Although the strongest direct relationship was between intellectual ability and grades ($r=.347$); other strong effects included parent involvement ($r=.129$) and time spent on homework ($r=.186$).

In a study examining the effects of parent involvement and how it influences children, Becher (1984) found that there are several key family process variables or ways of behaving that are significantly related to student achievement. The parents of the high achieving students were found to use more complex language, provide problem-solving strategies, act as models of learning and achievement, and reinforce what their children are learning. She also found that

children with high achievement scores have parents who have high expectations for them, who respond to and interact with them frequently, and who see themselves as teachers of their children.

Another study recognizes the home environment as a powerful factor in determining level of school achievement, interest in school learning, and the number of year of schooling (Kellaghan, Thomas, Kathryn, Slovane, Benjamin Alveriez and Benjamin S. Bloom, 1989). The home processes are an important factor that plays a role in children's development such as how time and space are organized and used, how parents and children interact and spend time together, and the values that govern the family's choice of things to do.

A study conducted by Eva Eagle (1989) found that high school graduates with parents who were highly involved during the high school years were much more likely to complete a four year college education than students whose parents were moderately or not very involved during their high school years. Parent involvement during high school included the frequency of talking with teachers, involvement in planning for post-high school activities, and monitoring the school work of their children. With the encouragement and ongoing support from parents to their adolescents, it is not surprising why these children whose parents are actively involved in their education are more likely to be successful with college.

Relationship between Educational Level and Academic Success

How does parent educational level affect the academic achievement of adolescents?

Research has indicated that there is a strong relationship between student achievement and family

background (Caplan, Whitmore, Bui, and Traurtman, 1985). Both the grandparents and parents of academically successful children were well educated. "Parents of children who excel in school... are more likely to have come from urban backgrounds and to have had parents who themselves were comparatively better educated" (1985, p.5).

In many studies, the educational level of the parents was found to be positively related to school achievement. Studies have shown that more educated, higher income, or married parents are more involved with their children's academic progress than are less educated, lower income, and single parents (Hoover-Dempsey, Bassler, & Brissie, 1987; Lareau, 1987; Epstein, 1990). Another study conducted within the Saint Paul school district found that a family's income was a better predictor of success for Saint Paul students (Josto, 1998). It reported that students from middle or upper-income families generally scored higher in the Metropolitan Achievement Test (MAT7), given in 1997, than students from poorer homes. Out of the African American student population in the Saint Paul school district who took the MAT7 exams in 1997, half scored below average. However, only one in four African American students from the middle and upper income families scored below average. These ratios were similar for other minority groups such as Asians, Native Americans, and Hispanic children from the Saint Paul area (Josto, 1998).

In traditional research on both adult education and early childhood programs, findings indicated that the mother's level of education is one of the most important factors influencing children's reading level and other school achievements (Benjamin, 1993). Moreover, the studies showed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school. It was also found that children of mothers with high levels of education stayed in school longer than children of mothers

with low levels of education. In another study examining the influences on adolescent's vocational development conducted by Mortimer (1992), the variable that had the most effect on educational plans and occupational aspirations was parent education. The parents with postsecondary education tended to pass along its importance to their children. In fact, she noted that females talented in math viewed their career choices as reflective of interests that stemmed from early family influence and educational opportunities.

On the other hand, DeRidder (1990) suggested that lower levels of parent education can retard an adolescent's career development. "Being born to parents with limited education and income reduces the likelihood of going to college or achieving a professional occupational goal and essentially predetermines the child's likely vocational choice" (p.4).

Research that addresses the educational level of the parent in relation to career orientation of the daughter has become more clear. Women's career orientations have been found to be related to the level of education of their mothers (Almquist and Angrist, 1971). Other studies have indicated that the daughter's educational aspirations were positively correlated to the father's educational levels. More studies have shown a relationship between the educational level of the parents and education attainments or intentions of their children. For example, the educational level of the parents has been found to be predictive of college student career aspirations. Research has also indicated that the higher the socio economic status or education of parents, the higher the career aspirations of the child (Astin, 1968).

Relationship between Hmong Parent Involvement and Achievement

In addition to the strong family bonds in the Hmong community, education is also highly valued. Hmong students have wonderful familial support systems that run through their parents and siblings. In a study conducted by Hutchison (1997), it was found that the high level of educational attainment of Hmong students in these communities has been attributed to their strong family and kinship system. The families, including clans and extended family members, set high expectations for the students and encourage their children to continue their schooling. In an interview conducted by Hutchison (1997), it was suggested that the success of Hmong students is the result of strong family bonds and shared responsibilities among family and kin. These expectations are internalized by Hmong youth at an early age. The older siblings supervise the younger children and parents require of their children the completion of homework and strict limitations on school-night and weekend activities.

Overall, the Hmong youth receive higher levels of social support and more clearly delineated boundaries and expectations than other adolescents. For example, even though Hmong girls marry at an early age and have children while in high school, they still continue their education because their parents, older siblings or other relatives support them in the areas of childcare. They are expected and encouraged to do well in school, they study hard, and they meet the expectations of their parents and themselves (Hutchison, 1997).

Relationship between Acculturation Level and Academic Achievement

Researchers have argued that acculturation of the family is positively related to ethnic minority student's performance in school (Manaster, Chan, Safady, 1992). However, for the Hmong children who have recently entered the United States and just been introduced to the new culture, they can encounter problems that would involve cultural and linguistic differences (Trueba, 1990). These problems include educational neglect, late exposure to literacy, low school achievement, and often stereotypical classification in learning disability groups. Many times the parents will not be involved with the children's education due to language barriers and the lack of knowledge regarding the American school system. Therefore, attaining academic success at this stage is unlikely.

For the Hmongs who have lived in the United States long enough to endure the challenges of the mainstream society, a common characteristic is that they have a late academic intensive socialization but have a better understanding of the functional value of literacy and educational training for survival in America (Trueba, 1990). By receiving more support from educational and social institutions, this group has a chance in achieving academic success. The Hmongs who have assimilated to the mainstream society are recognized by an increase in educational level and career aspirations and specialization. Trueba (1990) indicates that the families who moved up the social ladder tended to increase their involvement with mainstream Americans which in effect helps them to internalize the value of education. They see English literacy and school achievement as the main instruments for emancipation from the status of refugee and for incorporation into the mainstream affluent American society.

Relationship between Hmong Parent Education Level and Achievement

According to Caplan et al. (1985), students from well-educated backgrounds succeed academically regardless of their status as refugees. Further research has shown that there is a strong link between parent's education and socioeconomic status and student achievement on standardized test in a study that included Cambodian and Hmong students (Lai, 1990). In a study in San Diego, Rumbaut and Ima (1987) found that the standardized reading scores of Hmong students whose parents had more than six years of education were more than one hundred percent higher than the scores of students whose parents had less education. The children of Hmong parents with more education scored better in reading, language, and math rankings on the Comprehensive Tests of Basic Skills (CTBS) standardized tests than children of parents with little or no education. In addition, the children of working Hmong parents scored better on academic achievement tests than children whose parents were unemployed.

Furthermore, in this particular study, Rumbaut and Ima (1987) also concluded that the longer the Hmong children are in the United States, the better they will do on language and reading achievement test. In addition, it was noted that the younger the students, the more likely they will do better on math achievement test. Overall, these findings indicate that the younger the students and the longer they are in the school system, the more likely they will achieve academically.

According to the literature review, even though the Hmong have faced numerous challenges as a result of transitioning into the American culture, they have managed to keep their

children motivated in their education by encouraging them to try hard and setting high standards for them. Coming from an almost illiterate society where most people depended on farming to support their families, the Hmong have been recognized for a number of things, particularly their involvement in the secret war in Laos. They continually have been noted for their strong relationships with their family members and their clans supporting children academically and socially. Hmong children today are encouraged to continue with their schooling to their highest potential. Even Hmong teenage mothers are receiving support in the areas of childcare so the mothers can continue with their education. Hmong families who have lived in the United States long enough to adapt to the American culture, will have less discouragement in their children's educational plans. However, families who just recently entered the United States will have more difficulty involving themselves in their children's academic careers. In the study conducted by Rumbaut and Ima (1987), it was found that children who lived in the United States longer did better on achievement tests than children who recently enter the United States.

Research has repeatedly found a positive relationship between academic achievement and parent influence. The home environment is an important factor in determining success for children. In homes where education is strongly emphasized by the parents, students will tend to strive to achieve more. Some studies indicate a strong relationship between parent involvement and their children's grades (Fehrman, Keith, and Reiners, 1987). Other studies found a positive correlation between parent's educational level and the level of achievement in their children's academic careers. Parents who excel in their education and careers will tend to expect more from their children and will be able to provide more resources for their children.

Chapter III

Methodology

This chapter will describe the subjects included in this study and how the sample was drawn. In addition, it will also describe the instruments used to collect the data and cover the methods chosen for data collection. Furthermore, the methods of analysis and limitations will also be discussed.

Description of the Subjects

The subjects included in the study were high school Hmong adolescent students from the Menomonie, Eau Claire, and Saint Paul and their parents. The total number of participants in this study were 30 adolescents and one of their parents. The ages of the adolescent ranged from 14-18. Of the parent sample, there were a total of 21 fathers and 9 mothers that completed the survey. Their ages ranged from 31-60 years old. The majority of the parents were married. A high percentage obtained less than a high school education. Although some parents were unemployed, most held full-time employment. All the parent participants had four or more children in the family. Many of the families entered the United States in the 1980's (Table 3.1)

Of the adolescent sample, there were 16 males and 14 females who completed the surveys. The majority of the students maintained a cumulative grade point average of 3.0-3.5. Most students were either employed part-time or not employed at all. (Table 3.2)

Table 3.1

Demographic Data for Parents

Demographic Variable	N	Frequency	Percent
<u>Gender</u>	30		
Male		21	70
Female		9	30
<u>Age</u>	30		
31-40		13	43.3
41-50		13	43.3
52-60		4	13.3
<u>Marital Status</u>	30		
Married		28	93.3
Divorced		2	6.7
<u>Educational Level</u>	29		
Below Elementary		9	31.0

Below High School	6	20.7
High School Graduate	4	13.8
Some College	2	6.9
Bachelor's Degree	5	17.2
Master's Degree	3	10.3
<u>Employment</u>	29	
Not Employed	8	27.6
Part-Time Employment	2	6.9
Full-Time	19	65.5
<u>Number of Children</u>	30	
Four	4	13.3
Five	8	26.7
Six	5	16.7
Seven or More	13	43.3
<u>Date of Entrance into U.S.</u>	30	
1970's	8	26.7
1980's	19	63.3
1990's	3	10.0

Table 3.2

Demographic Data for Students

Demographic Variable	N	Frequency	Percent
<u>Gender</u>	30		
Male		16	53.3
Female		14	46.7
<u>Grade Point Average</u>	28		
1.0-2.0		3	10.7
2.0-2.5		2	7.1
2.5-3.0		6	21.4
3.0-3.5		10	35.7
3.5-4.0		7	25.0
<u>Employment</u>	30		
Not Employed		13	43.3
Part-Time Employment		15	50.0
Full-Time Employment		2	6.7

Sample Selection

The subjects in the study were part of a convenience non-random sample. A past Hmong student from the University of Wisconsin-Stout provided the names of some families in the Eau Claire area. In addition, with the close connection between the researcher and the Hmong communities in Menomonie and St. Paul, many families were selected non-randomly. The participants in the study were contacted through telephone or in person and presented with information regarding the research study. The parents of the adolescents provided consent to allow their children to participate in this study. (Appendix 1)

Data Collection

Before proceeding with the surveys, the participants were reminded of the confidential issues concerning involvement in this study. The parents and adolescents were provided with information regarding the purpose of the study and questioned to see if they had any questions or comments before the start of the surveys. After consent was given for the adolescents to participate, the parents and the high school students were given separate surveys to complete. Since the researcher conducted the surveys in the homes of the participants, the surveys were collected immediately after completion.

Research Design and Instrumentation

This was a correlational study to determine the level of correlation between academic success and parental influences among Hmong high school students. Four variables were examined: acculturation level, parent education level, parent involvement, and academic success. The variables in the study were measured in the following way.

Acculturation level was measured using a scale attained from a article written by Kumabe, Nishida & Gepworth (1985). There were four different levels of acculturation: bicultural, traditional, marginal, and acculturated. Examples of each level were provided. The parents checked the level of acculturation which best described their family.

Parent educational level was measured categorically by the level of schooling attained by the parents. There were eight categories which the participants could check ranging from below elementary level to obtaining a doctoral degree. The parents checked the highest level of education they attained

Parental involvement was determined by using a survey instrument measuring the perceptions of the students and parents regarding the level of parent involvement. The original instrument obtained in an article by Grolnick and Slowiaczek (1994) used to measure parent involvement was modified to provide Hmong families a better understanding of the questions asked. There were three types of parent involvement in children's schooling: behavioral, cognitive-intellectual, and personal. The parent's behavior concerned participation in activities at school and at home. Examples of questions that related to the parent's behavioral involvement with their children's education questioned whether parents attended parent-teacher conferences or if the

parent's helped their students in completing their assignments. Cognitive-intellectual involvement included exposing the child to intellectually stimulating activities. Questions relating to the cognitive-intellectual involvement included discussion of current events or spending time on gameboards. Personal involvement is knowing about and keeping abreast of what is going on with the child in school. Questions that involved personal involvement related to parents asking about the day at school or parents keeping in contact with counselor or teacher. There were 13 questions which the participants (students and parents) rated on a Likert scale from *never* to *always* the level of involvement with their adolescents they see in their parents or in the parents' case, themselves. Lastly, academic success was measured using the students' GPA.

Data Analysis

The data collected was analyzed by the SPSS-X statistical package to determine if the following variables have a relationship with academic success: acculturational level, parent educational level, and parent involvement. Pearson correlation was used to determine the degree of correlation between academic success and parent education level, academic success and acculturation level, and academic success and parent involvement. Differences in the perceptions of the adolescents and the parents concerning the level of parent involvement with the child's schooling was examined using t-test. Analysis was also done to examine which of the three variables: parent education, parent involvement, and acculturation level has the strongest correlation with a student's academic success. The statistical findings will be presented in Chapter

Limitations

Upon completion of this project, some limitations to this study were noted. One related to the close geographic location of participants. It was difficult to generalize the study to the rest of the Hmong population. Another limitation was that unequal number of mothers and fathers participated in the study, as the majority of the parents that participated in the study were fathers. With the limited mothers that participated in the study, most of the results were based on the father's perception of level of involvement with his children. In addition, there may be differences in the way the two genders may be involved with their adolescents. The survey instrument measuring parent involvement is another limitation as it did not accurately reflect the activities that the adolescents and parents would typically be engaged in. Some of the questions did not reflect how a parent would typically relate to his or her adolescent. Instead some questions seemed to reflect activities of how an adult would relate to their younger children. Because the survey questions used to determine the level of parent involvement were based mainly on activities of younger children and not of what an adolescent might typically be interested in, this may be reflected in the results. Parents may actually be more involved with their adolescents in other areas which was not brought up in the surveys.

Chapter IV

Results

This chapter will present the data analysis and results of the study on the relationship of parental influences and the academic success of Hmong high school students. The primary analysis consisted of the Pearson Correlation. Three hypotheses are presented and tested using the Pearson correlation.

Hypothesis 1

There will be a positive correlation between parent involvement and academic success among Hmong adolescent students.

There is a positive correlation between parent involvement and the academic success of students ($r=.384$, $p=.044$) according to the parent survey (Table 4.1). Therefore, the hypothesis is accepted, based on parent responses. In the student survey, there is a correlation of $r=.493$ between parent involvement and academic success of students which is significant at the $p=.008$ level. Again, the hypothesis is accepted, based on student responses.

Results of the parent survey indicate that there is a strong correlation between parent involvement and academic success as measured by Pearson correlation ($r=.384$, $p=.044$) (Table 4.1). Furthermore, two items on the parent survey seem to correlate highly with the student's academic success; the first item which asks how much time is spent on reading to the children ($r=.378$, $p=.047$) and the second item which asks about the amount of time that is spent on tracking the student's involvement at school ($r=.599$, $p=.001$).

The results also indicated in the student survey that there is a correlation between parent involvement and academic success ($r=.493$, $p=.008$) (Table 4.1). In the student survey, five items seem to have a strong correlation with the student's academic success. Question number four asks the students how much time their parents spend on asking them about their progress at school. The correlation between the time spent asking about the progress at school and the academic success of the student is at $r=.405$ with a significance level of $p=.033$. Another question which ask the time parents spent on taking the child to the library also was significant. The correlation between the time spent on taking the children to the library and the academic success of students had a correlation of $r=.444$ and is significant at $p=.018$. Question ten which asks how much time the parents spent on asking the students about the classes that they take had a $r=.491$ correlation with the student's academic success and was significant at $p=.008$. The question which asks about the time parents spent on asking their children about their day at school also correlates well with the student's academic success ($r=.545$, $p=.003$). The last question asks about the time parents spent on keeping contact with the children's counselors and teachers. It had a correlation of $r=.478$ with the academic success of students and was significant at the $p=.010$ level.

The average score of the parent involvement scale according to the parent's perception is at 3.064 (Table 4.2). The students mean score on the parent involvement scale is 2.828. The difference in scores reflect the differences in the viewpoints of the parents and the students concerning the level of involvement of the parents. Apparently, the parents see themselves as more involved than what the students have indicated.

Table 4.1

Pearson Correlation of Three Hypotheses

Correlation	N	Correlation Coefficient	Significance Level
		r	p
Hypothesis 1			
<u>Student GPA and</u>	28		
<u>Parent Involvement</u>			
(student's perception)			
GPA & Attend parent/teacher conferences		.1181	.550
GPA & Attend child's school activities		.3962	.037*
GPA & Help with homework assignments		.2638	.175
GPA & Ask about child's school progress		.3614	.059
GPA & Take child to the library		.2668	.170
GPA & Discuss current events		.1018	.596
GPA & Spend time on gameboards		.1486	.450
GPA & Take child to zoo, museum, shows		.2677	.169
GPA & Read with child		.3778	.047*
GPA & Ask about child's classes		.3437	.073

GPA & Ask about child's day at school	.0207	.917
GPA & Keep in contact with counselor/teacher	.0807	.683
GPA & Keep track of child's involvement	.5994	.001***
GPA & Mean of student response to 13 items	.4932	.008***

Student GPA and 28

Parent Involvement

(parent's perception)

GPA & Attend parent/teacher conferences	.3153	.102
GPA & Attend child's school activities	.2883	.137
GPA & Help with homework assignments	.2619	.178
GPA & Ask child about school progress	.4045	.033*
GPA & Take child to the library	.4439	.018*
GPA & Discuss current events	.3629	.058
GPA & Spend time on gameboards	.2734	.159
GPA & Take child to zoo, museum, shows	.3002	.121
GPA & Read with child	.2571	.187
GPA & Ask about child's classes	.4910	.008**
GPA & Ask about child's day at school	.5448	.003**

GPA & Keep in contact with counselors/teachers	.2069	.291
GPA & Keep track of child's involvement	.4782	.010**
GPA & Mean of Parent response to 13 items	.3840	.044*

Hypothesis 2

<u>Student GPA and</u>	27	3943	.042*
<u>Parent's Educational</u>			
<u>Level</u>			

Hypothesis 3

<u>Student GPA and</u>	27	3159	.108
<u>Acculturation Level</u>			

* p = .05

** p = .01

*** p = .001

According to the t-test analysis (Table 4.3) of the parent involvement mean responses for students and parents, students and parents generally share similar views on the activities the parents were most involved with and the activities the parents were least involved with. There were, however, some responses with significant differences between parent and student. The mean responses of the parent and the student on the activity involving parents asking regularly about the students progress in school were significantly different ($t=3.200, p=.003$). More frequently, parents indicated they took the students places such as the zoo or museum ($t=2.360, p=.025$). Asking about the student's day at school had a significant difference as well ($t=2.040, p=.050$). Parents also indicated they spent more time with their student on game boards according to both student and parent ($t=2.480, p=.019$). Another activity where the parent felt they spent more time was reading to the student ($t=3.250, p=.003$) level. Reading to their children was one of the least activities that the parents were engaged in.

Table 4.3 indicates a general consensus regarding which activities the parents saw themselves doing more. This table shows that the parents spend more time talking to their adolescents about the student's progress in school (mean=4.100) and the classes that they take (mean=3.967). Most parents asked their children about their days at school (mean=3.800). Most activities involve verbal communication about the student's day at school. The activities that the parents were less involved with were reading to their adolescent (mean=2.400) and playing game boards (mean=2.167) which is normal for the adolescent population.

Similar to the parents' results, the students indicated that their parents engaged in activities that involved more verbal communication (Appendix 2). They agreed that their parents regularly ask about their school days (mean=3.300) and how their classes (mean=3.900) are going for them.

Parents asked the adolescents about their progress at school regularly (mean=3.933). Again, reading with their parents (mean=1.767) and playing game boards (mean=1.800) with their parents were less frequent activities that the parents engaged with them.

Table 4.3

Parent Involvement Mean Response for Student and Parent on t-test analysis

N=30

Questions	P-M-R	S-M-R	t-value	Prob.
Attend parent/teacher conferences	2.9667	2.9333	.21	.831
Attend child's school activities	2.5333	2.8333	-1.87	.071
Help child with homework	2.8667	2.3000	3.20	.003**
Ask child about progress	4.1000	3.9333	.80	.433
Take child to library	3.4000	3.0667	1.67	.106
Discuss current events	2.9667	2.9667	.00	1.000
Spend time on gameboards	2.1667	1.8000	2.48	.019*
Take child to zoo, museum, shows	2.7000	2.3333	2.36	.025*

				40
Read with child	2.4000	1.7667	3.25	.003**
Ask about child's classes	3.9667	3.9000	.39	.702
Ask about child's day at school	3.8000	3.3333	2.04	.050*
Keep in contact with counselor/teacher	2.8667	2.6667	1.03	.312
Keep track of child's involvement	3.1000	2.9333	.93	.362

P-M-R = Parent Mean Responses

S-M-R = student Mean Responses

p < .05 *

p < .01 **

Table 4.2

Mean Scores of Parent Involvement

Average Scores	N	Mean	Median
<u>Parent Perception</u>	30	3.064	3.231
<u>of Parent Involvement</u>			
<u>Student Perception of</u>	30	2.828	2.885
<u>Parent Involvement</u>			

Hypothesis 2

There will be a positive correlation between parent's educational level and academic success in Hmong adolescent students.

A positive correlation was found between the educational level of the parents and the academic success of Hmong adolescent students as measured by the Pearson correlation ($r=.3943$, $p=.042$) (Table 4.1). Therefore, this hypothesis is accepted.

In the review of literature, many studies found that the educational level of the parents was positively related children's school achievement. In studies conducted by Hoover-Dempsey, Bassler & Brissie, (1987) and others, parents who are more educated, who earns a higher income, and who are married are more involved with their children's academic progress than are less educated, lower income, and single parents. Hypothesis 2 which stated, there would be a positive correlation between parent involvement and academic success of Hmong students, was also supported and coincide with other research findings. Studies also indicate parent education had the most effect on educational plans and occupations (Mortimer, 1992). Astin (1968) found that the higher the SES or education of parents, the higher the career aspirations of the child. In a study of the Hmong population, it was found that Hmong children whose parents attained more than six years of education scored better on achievement test than did Hmong children whose parents have not attained any schooling (Rumbaut and Ima, 1987).

The results from the surveys indicated that while some parents attained an education of more than four years of college, most had either none or attained less than a high school education. A few attained an education equivalent to a Master's degree

Hypothesis 3

There will be a positive correlation between the acculturation level of the family and academic success in Hmong adolescent students.

With a correlation of $r = .316$ and a significance level of $p = .108$, this hypothesis is rejected (Table 4.1).

Of the twenty-nine respondents, the majority were either bicultural or traditional (Table 4.4). A few (6.9%) were either marginal or acculturated (Table 4.4). Being bicultural is having the ability to function as effectively in the dominant culture as in your own, while holding on to the manifestations of the original culture. A person is traditional if they hold onto the majority of cultural traits from the culture of origin while reflecting few of the traits of the dominant culture. Having little contact with traits of the Caucasian culture is marginal. When one is acculturated, they have given up most of the cultural traits of origin and have assumed the traits of the dominant culture.

Table 4.4

Acculturation Level

Variable	N	Frequency	Percent
Acculturation Level	29		
Marginal		2	6.9
Traditional		13	44.8
Bicultural		12	41.4
Acculturated		2	6.9

Summary

According to this study, there is a positive correlation between parent's involvement in their student's education and the academic success of the students. In both the student and the parent study, positive correlations were found. The parent's perception of their involvement with their children's education correlated at $r=.384$ at a significance level of $p=.044$ (Table 4.1) with the academic success of their children. Moreover, the student's perception of their parent's involvement with the student's education correlated positively with the academic success of the student's ($r=.493$, $p.008$). This finding leads to accept the hypothesis that there would be a positive correlation between parent involvement and academic success of Hmong students.

There was found to be a positive correlation between the educational level of the parent and the academic success of the students ($r=.394$; $p=.042$) as well. Therefore, the hypothesis suggesting there would be a positive correlation between the educational level of the parent and the academic success of the students was accepted.

Hypothesis 3, which suggested that there would be a positive correlation between the acculturation level of the family and academic success in Hmong student, was rejected at the $p=.108$ significance level. The variables had a correlation of $r=.316$.

Chapter four presented information about the data analysis and results of the study on the relationships of parental influences and academic success of Hmong high school students. The primary analysis consisted of the Pearson correlation. With a correlation of $r=.384$ Hypothesis 1, stating there will be a positive correlation between parent involvement and academic success among Hmong adolescent students, was accepted at the $p=.044$ significance level. Hypothesis 2 stating there will be a positive correlation between parent educational level and academic success of students

was also accepted. ($r=.384$; $p=.044$). Hypothesis three which states there will be a positive correlation between acculturation level of the family and academic success ($r=.3159$) was rejected, however, at the $p=.108$ significance level. Parents and students shared similar views about the activities that the parents were involved with. The parents were found to be more behaviorally involved with their children's education than anything else. They verbally communicated with their children about the children's school days and their progresses in school. The majority of participants were found to be either traditional or bicultural. According to the acculturation scale, a few were fully acculturated into the Mainstream culture nor at the marginal level.

Chapter V

Summary, Conclusions, Implications

The Hmong are a group of people from the high mountains of Laos. As a poor, agrarian society, few of them have attended any school. Today, many Hmong have entered the United States and most are struggling as they are transitioning into the mainstream culture. They face many difficulties as a result. One in particular is the ability to find and maintain employment because of the lack of language acquisition and the limited skills they have. Another problem they face is adjusting to the educational system in the United States as the majority of them never had any formal education in Laos. In the literature review, there were some evidence of Hmong families becoming successful in the American school system because of their strong familial support (Hutchison, 1997). Other studies report that the Hmong are struggling as well educationally (Walker-Mofat, 1995). Furthermore, the Hmong have also experienced many other social problems such as the increasing rates in crimes and violence, gang involvement, teenage pregnancies, and dependency of social welfare programs. As the Hmong have become America's third largest minority group in the United States, we as educators need to look at the educational status of the Hmong population. We need to look at factors that help our students to achieve success in our educational system as well as identify the barriers that keep them from achieving success so our students can become independent productive citizens. This is the reason this research analyzes the relationship of the variables: parent involvement, acculturation level, educational level of parents, and the acculturation level of families.

Summary

The subjects being studied included students and parents from a Midwestern region. The parent sample included 21 fathers and 9 mothers. The students sample included 16 male students and 14 female students. Parent involvement was measured using a survey instrument measuring the perceptions of the students and parents. The instrument by Gronick and others (1997) was modified to accommodate the needs of the Hmong parents. The instrument has a form for both the parent and the student. Acculturation level was measured using a scale by Kumabe, Nishida, & Gepworth (1985) where parents checked the level of acculturation which best described their family. The educational level was measured using a scale measuring categorically the number of schooling attained by the parents. Lastly, academic success was measured using the students grade point averages.

Conclusions

The purpose of the study is to determine the level of correlation between academic success as measured by the student's GPA and parental influences as measured by the educational level of the parents, the acculturation level of the family, and the perceptions of the parents and adolescents concerning the level of parental involvement. There are three hypotheses pertaining to the relationship of parental influences and academic success in Hmong adolescent students. The first hypothesis states that there will be a positive correlation between parent involvement and academic success among Hmong adolescent students. The results found in this study showed that there is a

positive correlation between parent involvement and academic success among Hmong adolescent students (parent measure, $r=.384$, $p=.044$; student measure $r=.493$, $p=.008$). Hypothesis two states that there will be a positive correlation between parent's educational level and academic success in Hmong adolescent students. With a correlation of .394, this hypothesis is accepted at the .042 significance level. Lastly, hypothesis three states that there will be a positive correlation between the acculturation level of the family and the academic success of the students. This hypothesis was rejected at the .108 significance level ($r=.316$).

The findings also indicated that parents felt they were more involved in their children's lives than what the students had indicated. However, the parents and the students maintained a consensus regarding which activities the parents engaged in the most and which activities the parents engaged in the least. Most of the students felt their parents were involved cognitively with them if not behaviorally. Parents tried to establish an open communication with their adolescents asking them regularly about their children's progress in school.

As indicated earlier in the literature review, there was a high degree of correlation between parent involvement and academic success in students (Fehrman, Keith, and Reimers, 1987). It was particularly noted that most Asians, including the Hmong, are typically successful in their education because of the strong emphasis that their families place on attaining an education (Hutchison, 1997). Usually Asian families are very supportive of their children's education and place great expectations on their children's achievement. The Hmong, although education in Laos was limited, have come a long way. Coming into the United States with few skills, they have learned to slowly adjust to the American culture. Even though few attained any schooling in Laos, all parents are making the effort to send their children to school and supporting their children's education the best that they can.

In addition, this research found a the strong relationship between parent's education level and their children's educational achievement (Hoover-Dempsey, Bassler, & Brissie, 1987; Lareau, 1987; Epstein, 1990). Educated parents typically can provide their students the resources needed to attain a good education. Furthermore, as educated people, they have a great influence over their children's career goals. Because they have the experience of receiving an education, they can provide the necessary support for their children to become successful in their career endeavors.

Little literature exists concerning the acculturation level of families and the potential for academic success for children. One study did suggest that the acculturation level of the family is positively correlated to ethnic minority student's performance in school (Manaster, Chan , Safady, 1992). However, this study did not find a positive correlation between the acculturation level of the family and the academic success of our students. This is an area that should be studied further to help assist educators in becoming sensitive to the needs of this population and help them identify ways to work with them.

Most participants were either traditional or bicultural. Even though some families were still very traditional, more and more are learning to adapt to both the mainstream culture and their native culture. Living in a totally different society may be hard for the Hmong, yet they are somewhat forced to adapt to the new environment in order to survive. They need to learn how to speak the English language, to learn how to drive which requires understanding English and being able to read, and to obey and conform to the social rules of society to overcome some challenges. In a sense, the Hmong children have forced the Hmong families to adopt some of the values of the American culture as their children are slowly changing and becoming more acculturated. Going to school allows the children to be exposed to the new culture and inherently, the children will bring home some aspects

of the mainstream culture.

Implications for Education

Education is a vital key to maintaining a good standard of living and without it, one will likely face some difficulties in their life time. Having an education can provide one with a sense of stability and security. The likelihood of becoming financially independent and productive citizens increases. This is why this area needs to be studied further to help educators better deliver services to meet the needs of the Hmong students and their families and help them achieve success in their schooling. We need to be able to identify and address the barriers that keeps this population from achieving their career goals and assist them so they can become successful and independent. Factors such as language difficulties, lack of financial resources, and lack of parental support need to be examined in order to enhance the learning process. Every effort should be made to involve parents in their children's education. Parents can provide the necessary support that children need to make positive choices. Interpreters should be provided as necessary for the students and the parents. If necessary, schools should hire more licensed Hmong educators or teacher's assistants to provide more intense involvement with the student as well as providing a culturally diverse staff to ease a student's comfort level. Students will learn more if educators can provide a comfortable accepting environment where the students can engage cooperatively in class.

There should be more programs that involve the Hmong youth in an effort to provide outside support for them and as a way to gear them away from deviant groups. An example, may be a boys or girls club that the youth can go to after school for job training, tutoring, or just for recreational

activities. These organizations can foster many elements that help a child to become resilient.

Other programs can be developed to involve the parents. Parent education is a very important need as more and more teenagers are turning to gangs for support. Parents need to be educated about positive reinforcement and disciplining styles, open communication, and providing support and nurturance to their children. Children need to know that they can depend on their parents for support. Education about positive parenting needs to be emphasized strongly in the Hmong community. With these skills, they will be able to have a more healthy relationship with their children allowing for more open communication.

In addition, we also have to look at the factors that assist our students in becoming academically successful so we can continue providing the necessary resources they need. A parent being there for their children emotionally may do the job. Hmong children, like all children, need an adult in their life to listen to them and to hear their needs and concerns. They need to have trust in the adults that are around them. Many times, Hmong parents are too stubborn to listen to what their children are saying to them because they still hold the traditional belief that they know everything because they are parents. Parents really need to change this attitude and try to have more of an equal relationship with their children so their children would not have to turn to their peers for all the support that they need. Therefore, parent involvement and open communication are very important to maintaining a positive strong relationship with children.

Other factors that assist students in becoming successful are having more caring and understanding adult role models. Many times having a patient caring teacher or counselor can really have an impact on children's self esteem. This counselor or teacher can provide the resources necessary to help the student achieve success in the school. Positive affirmation, empowerment, and

support are not too difficult to provide. Children like anyone else need to feel like they belong and that they are equally important. Having adults who take the time to listen to their students is strong enough to impact the student in making good decisions.

Implications for Guidance and Counseling

Counselors need to be sensitive to the needs of Hmong students. Many students have come from families with little or no education. To set expectations for them and expect that they fulfill the requirements without their understanding of the need and the importance of an education is asking too much. Many times they are not even aware of the purpose of an education. Counselors need to start at the student's level, finding out exactly where the student is in terms of understanding the need for an education. Without the support of families and friends, it is extremely difficult for a child to even consider education as a need. Counselors need to involve the parents more in decision making and other areas that may concern their student. They should provide interpreters if necessary to make the parents feel more comfortable at conferences or meetings. The language barrier needs to be addressed.

In addition, counselors need to consider the student's background including their family education, acculturation level, and other factors that can influence a student's potential to achieving success. This awareness will help them provide strategies for Hmong parents to be involved with adolescents and help them to improve their relationships with their children. Many times, because Hmong students are shy and passive, counselors and teachers will assume that they know what they are doing and will tend to ignore them. This assumption can sometimes lead to the unsuccessfulness

of the student's academic goals.

Hmong students want to have a relationship with their teachers or counselors but because they are too shy they tend to avoid them. This is why counselors should make every effort to maintain a regular student / counselor relationship with the Hmong students. Counselors need to empower their students and show them positive unconditional regard if they are to assist their students in achieving success. When students have gained enough trust in the counselors, they may feel more comfortable expressing their needs with the counselors. This will assist the counselors to be more aware of their students concerns and needs and help them to identify ways to help their students achieve success.

They should set high expectations for the Hmong students as they would set it for anyone else. Informing the students about their academic progress and discussing with them about future career possibilities are important because it provides the students a sense of direction. In addition, it helps them to make better choices.

Implications for the Hmong Culture

The Hmong should set positive examples for their children. Parents should seek as much education as they can. By becoming role-models and wanting to continue their education, their children will likely see the importance of an education. In addition, becoming educated themselves, they will be more understanding of the changes that their children may be going through. Parents need to really take the time to become active in their children's lives. Research suggest that there is a positive correlation with parent education and academic success (Mortimer, 1992). Parents can positively influence children and become a motivational factor for students to want to achieve.

Students can relate to their parents better if they see that their parents have faced similar life experiences and issues. Furthermore, parents should make an attempt to become familiar with the mainstream culture so they can understand the decisions or behaviors of their children. It would be easier to relate to their children if they understood where the children were coming from. With a good understanding of where each person is coming from, a more healthy relationship may develop. This will foster better communication between the student and the parent.

It is very important for parents to be involved and supportive of their students' lives as going through adolescence may not be an easy transition. Hmong parents should try to be active in their children's lives, but at the same time allow them their space. Allowing them to have their autonomy is healthy. They have to especially learn to trust their children's judgement and at the same time show their children that they care. They should be aware of their students' needs and be able to provide their children those basic human needs. Having good communication with children is the key to maintaining a good relationship. In conclusion, if parents can maintain an open communication with their adolescents, their parent-child relationship will be more healthy. They will likely be more involved with their adolescents and will be able to support them with their educational goals.

Implications for Further Research

Further research is necessary to ensure the academic success of Hmong students in the American educational system. Areas that should be examined more include the successfulness of teenage Hmong mothers in the school system and if that correlates with the amount of academic, social, and emotional support provided by the school; the correlation of academic successfulness of

Hmong students and in school and afterschool community programs; and the correlation of academic success of the Hmong students and attending a school with a diverse staff. Though a number of students are achieving academic success, some students are still struggling as a result of the lack of involvement from their parents and the schools. As parents and educators, we need to emphasize the importance of providing a safe and comfortable environment where our students can develop a sense of belongingness and empowerment. I strongly believe that when a student receives the appropriate and necessary support from their teachers and counselors, they will feel more in control of their own lives and likely direct themselves towards a positive path.

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Appendix I

Parent's Perception of Parent Involvement

Activities	N	Frequency	Percent
<u>Attend parent/teacher conference</u>	30		
never		5	16.7
rarely		7	23.3
sometimes		6	20.0
often		8	26.7
always		4	13.3
<u>Attend child's school activities</u>	30		
never		5	16.7
rarely		9	30.0
sometimes		12	40.0
often		5	10.0
always		1	3.3
<u>Help child w/ homework</u>	30		

never	5	16.7
rarely	6	20.0
sometimes	11	36.7
often	4	13.3
always	4	13.3

Ask child about progress 30

never	1	3.3
rarely	2	6.7
sometimes	5	16.7
often	7	23.3
always	15	50.0

Take child to library 30

rarely	7	23.3
sometime	10	33.3
often	7	23.3
always	6	20.0

Discuss current events 30

never	3	10.0
rarely	9	30.0

sometimes	9	30.0
often	4	13.3
always	5	16.7

Spend time on gameboards 30

never	9	30.0
rarely	11	36.7
sometimes	8	26.7
always	2	6.7

Take child to zoo, museum, shows 30

never	4	13.3
rarely	6	20.0
sometimes	15	50.0
often	5	16.7

Read with child 30

never	7	23.3
rarely	11	36.7
sometimes	7	23.3
often	3	10.0
always	2	6.7

<u>Ask about child's classes</u>	30		
never		1	3.3
rarely		2	6.7
sometimes		5	16.7
often		11	36.7
always		11	36.7
<u>Ask about child's day at school</u>	30		
rarely		2	6.7
sometimes		7	23.3
often		16	53.3
always		5	16.7
<u>Keep in contact w/ counselor/teacher</u>	30		
never		4	13.3
rarely		9	30.0
sometimes		8	26.7
often		5	16.7
always		4	13.3
<u>Keep track of child's involvement</u>	30		
never		4	13.3

rarely	8	26.7
sometimes	4	13.3
often	9	30.0
always	5	

Appendix 2

Student's Perception of Parent Involvement

Activities	N	Frequencies	Percent
<u>Attend parent/teacher conferences</u>	30		
never		4	13.3
rarely		7	23.3
sometimes		8	26.7
often		9	30.0
always		2	6.7
<u>Attend child's school activities</u>	30		
never		5	16.7
rarely		7	23.3
sometimes		9	30.0
often		6	20.0
always		1	3.3
<u>Help child w/ homework</u>	30		

never	9	30.0
rarely	9	30.0
sometimes	7	23.3
often	4	13.3
always	1	3.3

Ask about child's progress 30

never	2	6.7
rarely	2	6.7
sometimes	3	10.0
often	12	40.0
always	11	36.7

Take child to library 30

never	3	10.0
rarely	7	23.3
sometimes	8	26.7
often	9	30.0
always	3	10.0

Discuss current events 30

never	3	10.0
rarely	7	23.3

sometimes	12	40.0
often	4	13.3
always	4	13.3

Spend time w/ child on gameboards 30

never	14	46.7
rarely	9	30.0
sometimes	6	20.0
often	1	3.3

Take child to zoo, museums, shows 30

never	5	16.7
rarely	12	40.0
sometimes	11	36.7
often	2	6.7

Read with child 30

never	15	50.0
rarely	12	40.0
often	1	3.3
always	2	6.7

<u>Ask about child's classes</u>	30		
rarely		2	6.7
sometimes		7	23.3
often		13	43.3
always		8	26.7

<u>Ask about child's day at school</u>	30		
never		2	6.7
rarely		6	20.0
sometimes		7	23.3
often		10	33.3
always		5	16.7

<u>Keep in contact w/ counselor/teacher</u>	30		
never		6	20.0
rarely		5	16.7
sometimes		13	43.3
often		5	16.7
always		1	3.3

<u>Keep track of child's involvement</u>	30		
never		4	13.3
rarely		6	20.0

sometimes	11	36.7
often	6	20.0
always	3	10.0

Appendix 3

Project Title: Relationship of parent involvement, acculturation level, parent educational level, and academic success among Hmong adolescent students

Song Lor of the Guidance and Counseling Program at the University of Wisconsin-Stout is conducting a research project to determine the level of correlation between parent involvement, acculturation level, parent educational level and academic success of Hmong adolescent students. We would appreciate your participation in this study since it might provide us useful information to assist educators in ensuring the academic success of Hmong students. We do not anticipate that this study will present any medical or social risk to you. The information we gather will be kept strictly confidential and any reports of the finding will not contain your name or any other identifying information.

Your participation in this study is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher. Once the study is completed, the analyzed findings would be available for your information. In the meantime if you have any questions, please contact: Song Lor of the Guidance and Counseling program at the University of Wisconsin-Stout, Menomonie, WI, 54751, at (715) 235-6741. Questions or concerns about the participation in the research or subsequent complaints should be addressed first to the research advisor and second to Ted Knous, Chair of the UW-Stout Institutional Review Board from the Protection of Human Subjects in Research, 410 BH, UW-Stout, Menomonie, WI 54751.

Consent Form

I understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. I understand that the purpose of this study is to investigate the problem, the relationship of parent involvement, acculturation level, parent educational level, and academic success among Hmong adolescent students.

I further understand that any information about me that is collected during this study will be held in the strictest confidence and will not be part of my permanent record. I understand that in order for this research to be effective and valuable certain personal identifiers need to be collected. I also understand that the strictest confidentiality will be maintained throughout this study and that only the researchers will have access to the confidential information. I understand that at the conclusion of this study all records which identify individual participants will be destroyed. I am aware that I have not and am not waiving any legal or human rights by agreeing to this participation.

By signing below I verify that I am 18 years of age or older, in good mental and physical conditions, and that I agree to and understand the conditions listed above. I agree to participate in this study and provide consent for my child to participate.

Signature _____ Date _____

Survey of Parents

Directions: please check the appropriate space.

1) Gender

_____ male

_____ female

2) Age

_____ 19-30

_____ 41-50

_____ 31-40

_____ 51-60

3) Martial status

_____ single

_____ divorced

_____ married

_____ widowed

4) The highest level of education you've attained:

_____ below elementary level

_____ some college (voc. tech)

_____ master's degree

_____ below high school

_____ college graduate

_____ doctoral degree

_____ high school graduate

_____ some graduate school

5) Employment

_____not currently employed

_____part-time employment

_____full-time employment

6) Number of children

_____none _____two _____four _____six

_____one _____three _____five _____seven or more

7) Which decade did you enter the United States?

_____1970's

_____1980's

_____1990's

Listed below are four different levels of combining Hmong and Caucasian cultures. Check the one that is most like you. In the definitions, culture of origin is referring to the Hmong culture and dominant culture if referring to the Caucasian culture.

Acculturation Level

- _____ Marginal -having little real contact with traits of the Caucasian culture
(not attending any celebrations or holidays)
- _____ Traditional -holding on to a majority of cultural traits from the culture
while reflecting few of the traits of the dominant culture
(celebrating the Spiritual Hmong New Year and acknowledging the American holidays)
- _____ Bicultural -able to function as effectively in the dominant culture as in your own.
while holding on to the manifestations of your own culture
(attending the traditional Hmong New Year yet celebrate the American New Year Day)
- _____ Acculturated -having given up most of the cultural traits of your culture of origin
and assuming the traits of the dominant culture
(rejecting most Hmong celebrations and celebrating most American holidays)

Survey for Parents

Please respond to these statements using the following rating scale

1	2	3	4	5
never	rarely	sometimes	often	always

- 1) I attend parent-teacher conferences.....1 2 3 4 5
- 2) I attend my child's school activities (choir concert, extra-curricular activities).....1 2 3 4 5
- 3) I help my child with his/her homework assignments.....1 2 3 4 5
- 4) I ask my child about his/her school progress.....1 2 3 4 5
- 5) I take my child to the library.....1 2 3 4 5
- 6) I discuss with my child about current events.....1 2 3 4 5
- 7) I spend time with my child on game boards or games that involve a lot of problem solving skills.....1 2 3 4 5
- 8) I take my child to the zoo, or arts/crafts show.....1 2 3 4 5
- 9) I read with my child.....1 2 3 4 5
- 10) I ask my child about the classes that he/she takes.....1 2 3 4 5
- 11) I ask my child about his/her day at school1 2 3 4 5
- 12) I keep in contact with my child's counselor/teachers.....1 2 3 4 5
- 13) I keep track of my involvement with my child's extracurricular activities in the school.....1 2 3 4 5

Survey for Students

Directions: please check the appropriate space.

1) Gender

_____ male

_____ female

2) Age

_____ 14 _____ 16 _____ 18

_____ 15 _____ 17 _____ 19

3) Check the category that most fits our cumulative GPA

_____ 0.0 to 1.0 _____ 2.0 to 2.5 _____ 3.0 to 3.5

_____ 1.0 to 2.0 _____ 2.5 to 3.0 _____ 3.5 to 4.0

4) Employment

_____ not currently employed

_____ part-time employment

_____ full-time employment

Survey of Students

Please respond to these statements using the following scale

- | | 1 | 2 | 3 | 4 | 5 |
|--|-------|--------|-----------|-------|-----------|
| | never | rarely | sometimes | often | always |
| 1) My parents attend parent-teacher conferences..... | | | | | 1 2 3 4 5 |
| 2) My parents attend my school activities (choir concert, extra-curricular activities)..... | | | | | 1 2 3 4 5 |
| 3) My parents help me with my homework assignments..... | | | | | 1 2 3 4 5 |
| 4) My parents ask me about my school progress..... | | | | | 1 2 3 4 5 |
| 5) My parents take me to the library..... | | | | | 1 2 3 4 5 |
| 6) My parents discuss with me about current events..... | | | | | 1 2 3 4 5 |
| 7) My parents spend time with me on game boards or games that involve a lot of problem solving skills..... | | | | | 1 2 3 4 5 |
| 8) My parents take me to the zoo, museum, or arts/crafts show..... | | | | | 1 2 3 4 5 |
| 9) my parents read with me..... | | | | | 1 2 3 4 5 |
| 10) My parents ask me about the classes that I take..... | | | | | 1 2 3 4 5 |
| 11) My parents ask me about my day at school..... | | | | | 1 2 3 4 5 |
| 12) My parents keep in contact with my counselor/teachers..... | | | | | 1 2 3 4 5 |
| 13) My parents keep track of my involvement in extracurricular activities in the school..... | | | | | 1 2 3 4 5 |

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