

HMONG PARENTS' PERCEPTIONS TOWARD THEIR CHILDREN'S
EDUCATION IN MINNEAPOLIS, MINNESOTA.

By

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ABSTRACT

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This study was to explore Hmong parents' perceptions toward their children's education and their participations in school meetings. The survey instrument was designed by the researcher. The instrument was divided into three section as: general information, parents' attitudes, and parents' participation

The survey participants were 93 Hmong parents at a meeting of Hmong Minnesota Incorporated, Minneapolis, Minnesota. Thirty eight percent of the respondents were male and 61% were female. Eighty one percent of the respondents were married. Fifty four percent of the parents had no formal education, and 45% of the parents

had an elementary education up to a four year college degree. Eighty two percent of the respondents were employed full-time and part-time, and 17% were the homemakers and students.

Respondents were asked to respond to the attitude statements and participation statements on a Likert scale. Mean, standard deviation, t-test, ANOVA, and Student-Neuman-Kuels tests were used to compute the difference on parents' attitudes and participation based on several independent variables.

On the attitude section, Hmong parents strongly agreed that their children's education was very important to succeed. On the participation section, the activities that respondents involved the most were: (I participated in school meetings regarding my children) and (I help their children with homework".

T-test was also used to determine the difference on parents' attitudes and parents' participation based on their gender. Hmong fathers had more positive attitudes toward their children's education than Hmong mothers. On the participation section, mothers were more involved in helping children with their schoolwork, and participated

with school meetings more than the fathers.

A t-test was also used to determine the significant difference on parents' attitudes and participation based on the level of parents' education. Parents who had no education and an elementary education agreed that education is more important than those with a high school or college education. On the participation section, parents with and elementary education or less had very limited English skills to participate in school meetings and lacked of English skills to help their children with homework.

There were no significant difference on parents' attitudes based on employment status. Parents employed full-time and part-time helped their children more frequently with homework, called and talked with their children's teachers more, attended school meetings more than those who were not employed.

The study showed that parents who lived in the United States less than nine years had a more positive attitude toward their children's education than the parents who lived in the U.S. nine years or more.

On the participation section, parents who lived in the U.S. ten years or more were able to participate with children's school work and school meetings more than those parents who lived in the U.S. nine years or less.

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TABLE OF CONTENTS

Chapter I:Introduction.....	1
Statement of the problem	7
Research Objective.....	7
Limitation/Unknown.....	8
Chapter II: Review Literature.....	9
Who are Hmong.....	9
Social Customs and Culture.....	10
Children.....	11
Oral and Written Language.....	12
Employment.....	13
Income.....	14
Poverty.....	15
Parenting.....	17
Communication.....	19
Assist Children with Homework.....	21
Participating in School Meetings.....	22
Barrier.....	24
Job-skill.....	26
Parent Concern.....	27

Teachers' Attitude.....	27
Summary.....	30
Chapter III: Methodology.....	33
Research Objectives.....	33
Subjects.....	34
Instruments.....	35
Data Collection.....	35
Rate of Response.....	36
Data Analysis.....	37
Chapter IV: Results and Discussion.....	39
General information.....	39
Age.....	39
Years in United States.....	40
Gender of Respondent.....	41
Marital Status.....	41
Highest Level of Education.....	42
Number of Children in K-to-8 th grade.....	43
Current Employment Status.....	43
Attitude Section.....	44
Participation Section.....	47

T-test Results.....	49
Discussion.....	66
Chapter V.. ..	72
Summary.....	72
Conclusions.....	88
Implications.....	89
Research Recommendations.....	90
Bibliography.....	91
APPENDIX A.....	95
APPENDIX B.....	102

LIST OF TABLES

Table 1: Age Range.....40

Table 2: Years Lived in the United States.....41

Table 3: Gender.....41

Table 4: Marital Status.....42

Table 5: Highest Level of Education.....42

Table 6: Number of Children who Attent K-8th.....43

Table 7: Current Employment Status.....44

Table 8: Attitudes toward Children's Education.....46

Table 9: Parents' Participation in School Meetings
and Homework.....48

Table 10: Significant Difference in Attitudes toward
Children's Education based on Gender of
Parents.....50

Table 11: T-test on Parents' Participation based
on Gender.....52

Table 12: Attitude toward Children's Education based
on Parents' Level of Education.....54

Table 13: Significant Differences between Parents'	
Participation based on Level of Education.....	.57
Table 14: Significant Differences on Parents'	
Participation based upon Employment Status.....	.59
Table 15: Attitude toward Children's Education.....	.61
Table 16: Parents' Participation.....	.65

Chapter 1

Introduction

The Hmong are a minority group which Willcox(1986) mentioned were named by the Chinese as "Meo." Their ancestors existed in southwestern and southeastern China, in areas of Yunnan, Guizhou, Sichuan, and Hunan. For many thousands of years, they lived with the Chinese peacefully. Biddle(1985) called them a "slash and burning agriculturalists," people. But during the years 1644- 1911, the Hmong were pushed out of the country due to political conflict with the Chinese. This conflict occurred during the Qing dynasty. Qing armies rose and fought to occupy the territories where the Meo lived, and the battle was won by the Chinese.

As Trueba & Jacobs and Kirton (1990) mentioned, after the Chinese won the battle, the Meo migrated to settle in Burma, Vietnam, Laos, and Thailand. According to Chan's study(1994), the migration took place in the early nineteenth century. In addition, between 1911 and 1950, a tradition of non-technological farming life was peaceful for the Meo who settled in Burma, Laos, Vietnam, and Thailand.

In the early 1950's, the Meo who settled in Laos and Vietnam faced another war, which was bloody for the Meo on both sides(Chan,1994). During this war, the Hmong who joined each side suffered equally because they had to support each respective country to maintain the friendship. If they did not support the country where they resided, they would have been once again forced out of the country. Therefore, the support for each respective country was needed.

During the war, Hmong life began to change. These Hmong were exposed to both war and a life with a written language. The problem was that the fighting took place in areas where most Hmong lived(Vang,1995).

Therefore, they had to move and live in the Laotian cities. When they moved to the Laotian lowland, Hmong men were recruited by the C.I.A and Royal Laotian Government to fight against the communists who occupied their home territories.

To be effective fighters, knowing how to speak Laotian was required. Therefore, the C.I.A. and Laos government set up education programs to train Hmong military leaders and children in reading and writing. In 1960, nearly one percent of Hmong men knew how to read and write in Laotian. Children were encouraged by

the Laotian government to go to school because Meo were important allies(Meritt,1993). This was the first generation, however that learned to read and write. No one knew how to read and write before this time.

In 1965, two out of ten Hmong children attended school, and roughly 20% of the adult Hmong could read and write in Laotian. Many Hmong then resided in cities and worked for the Laotian government as teachers, mayors, governors, senators, and congressmen. Vang Pao for example, handled all the Region II fighting forces in Laos. Laos was divided into only four regions. However, Region II was the area where most of the fighting took place. Vang Pao and the Hmong were able to do most of the fighting because they were literate and able to fight side by side with the C.I.A. and Laotian government.

Moreover, in 1972, roughly 60 percent of Hmong children attended school and approximately 30 percent of Hmong adults knew how to read and write, which permitted more Hmong to hold government jobs then ever before(Biddle,1985).

At the beginning of 1975, Hmong leaders were told that the C.I.A. was looking to unite both Pathet Laos (communists-occupied) and Royal Laos so the war could

end(Vang,1991). The Hmong people then thought the war was over and that everyone would be free to live as they wished. But by mid-April of 1975, Hmong leaders were told that there would be a three-day airlift from Longcheng to Thailand for those who had worked for the C.I.A.

The notice of an airlift shocked the Hmong. Why would there be airlifts, if the war was over? Rumors of airlifts spread over cities where Hmong lived, which made hundreds of thousand Hmong concerned about not having a chance to get on the airlifts. This airlift became an unexpected situation for the Hmong because they realized that the war was not over yet. The C.I.A. gave Hmong leaders only a month's notice that they would accept Hmong who had worked for the C.I.A. into the United States. This meant that 85 to 90 percent of the Hmong population would be accepted to the U.S. Many hundreds of thousands of Hmong refused to come to U.S. because they didn't want lose their livestock and properties as well as become aliens in an other country--something they had experienced during the war while moving from place to place within Laos(Fenlon & Roop,1986).

Alienation from these dislocations had already

given the Hmong people enough burdens. So when the C.I.A. told the Hmong that they would accept them into the U.S., the Hmong had a big decision to make within a month.

Those who opposed going to the United States with the C.I.A. didn't know what the communists were going to do to them when communists came to power. Many Hmong thought the communists would let them live as usual. They then decided to remain in the country. But when Hmong leaders fled with the C.I.A., communists captured and imprisoned the king, military leaders, mayors, senators and those Hmong who remained in Laos (Roop and Felon, 1991). Hmong noticed that it was not only a surface change, but the communists were trying to eliminate those who had served the Laotian government and the C.I.A. The Hmong silently packed, took their families and fled through the mountains and valleys to Thailand. Most Hmong arrived alone in Thailand: some had left their family behind, some parents arrived alone because their children were killed along the way, and some arrived as single parents because spouses and children were killed on the way to Thailand.

When Hmong arrived in the refugee camp, the C.I.A began to interview them for immigration to the U.S. In 1975, Hmong began to immigrate to the United States(Kohler,1985). Those who arrived before 1980 were the top military leaders and mostly educated. But the ones came after 1980 were ordinary soldiers who just knew how to fight and farm.

The war began in 1954 and ended in 1975(Long,1992). It was 1975 that the United States withdrew completely out of Southeast Asia. After the withdrawal, the United States agreed to accept as immigrants for those who served in the military forces for the C.I.A.. The fact that C.I.A. accepted roughly 90,000 Hmong, and many hundreds of thousands of Vietnamese and Cambodians to America was as Fass(1991) called "an end to the war in Indochina."

When the Hmong refugees arrived in the United States, they faced a big problem. The problem is they were not able to speak or read the English language(Xiong, 1998). This language barrier made it very difficult for them to make a living and support their families.

Besides lacking of the English skills to making a living and support their families, they also

encountered other problems in dealing with their children's schools. They could not communicate with their children's teachers, participate in school meetings, and could not help their children with schoolwork.

Statement Of the Problem

The purpose of this study was to study Hmong parents who had children attending elementary school in Minneapolis, Minnesota regarding parents' attitudes toward their children's education and parents' participation in school meetings and homework.

Research Objectives

The research objectives of this study were to:

01. Describe the Hmong parents attitudes toward their childrens' education.
02. Determine Hmong parents frequency of participating in their children's school meetings.
03. Compare parents attitudes toward children's Education based on gender of parents.
04. Compare parents' participation in school meetings and homework based on gender.

05. Compare parents' attitude toward children's education based on parents' level of education.
06. Compare parents' participation in school meetings and homework based on parent's level of education.
07. Compare parents' attitude toward education based upon parent's employment status.
08. Compare parents' participation toward education based upon parents' employment status.
09. Compare parents' attitude toward children's school meetings and homework based on parents' years of living in the United States.
10. Compare parents participation toward children's school meetings and homework based on parents' years of living in the United States.

Limitation/Unknown

This research result was obtained directly from Hmong parents in Minneapolis, Minnesota. However, there were some challenges to Hmong parents who were newly introduced to survey research. The fact was, they felt uncomfortable in answering certain question(s). In addition, another limitation was that the study was limited to parents who had children enrolled in elementary to eighth grade.

Chapter 2

Review Literature

Chapter two is a review of the literature. This chapter begins by describing the Hmong history and resources for coming to the United States. This includes who are the Hmong, social customs and culture, children, oral and written language, employment, income, poverty, parenting, communication, assist children with homework, and participate in school meetings. The last section deals with barriers toward parents' participation in their children's education.

Who are Hmong

The Hmong are a group of people and migrated to the United States in the mid-1970s. They considered themselves an independent and prosperous people. The word "Hmong" means "free man" (Roop and Felon, 1991). Hmong saw themselves as a highly respectful, cooperative, and empathetic people who showed great kinship to one another. Hmong were socially organized with extended families. All members of the same clan had commonalities of ancestor worship and important ceremonies of ancestor worship and funeral rites. They

lived with and had a close ties with the family clan. Individuals who claimed themselves the same last name were considered as brothers and sisters and they would not intermarry.

The young Hmong people respected their elders, leaders, and parents. Hmong tradition has a culture that those who are young and not educated enough need to respect the culture system so they could learn wisdom from the elders to enrich their lives. This custom was practiced among Hmong people for many thousands of years.

The Hmong people occupied the higher land in Laos where it is cool, has fresh air and fresh water. They grew rice, corn, and many other crops, and raised livestocks. The Hmong were self-sufficient and worked independently.

Social Customs and Culture

The Hmong are socially organized with extended families(Young & Yang, 1990). The elder of the household is the decision-maker, the elders of the clan are the advisors, and a middle age man who is respected by the clan elders is the supervisor. Children respect parents, older brothers and sisters. The younger

members respect the elders and community leaders. Hmong society is bound primarily on the clan. The clan system prescribes the basic law for marriage and for the ceremonies of ancestors and funeral rites. The clan system also permits the basic law for selecting their clan leader.

Children

Yang and Murphy(1993) conducted a study and found out that Hmong population contained 42.5% children. Indeed, Hmong culture relies heavily on having as many children as possible because children are someone who will watch and take care of the parents when they get old. Without children, Hmong parents feel like they are not being blessed by God. For those who have more children, they feel confident even though they are not wealthy. But for those who are wealthy with no children, life is sad as they are concerned about who on Earth will watch over them when they are old and not able to care for themselves.

Generation in and generation out, concern like this told the Hmong that having more children is better than one or no children because when they get old, if

one of their children get bored with them, other child will take their turn in caring for the parents.

Moreover, if a couple has only child and if something happened to that child, then no children left. If they have more than one child, parents feel more secure. Therefore, Hmong tradition prefers having more children.

Oral and Written Language

Hmong language remained unwritten until 1950s, when French and American missionaries assigned a written language to the Hmong that called "Roman Popular Alphabet"(Biddle,1985). This written language was assigned to the Hmong because the missionaries wanted to teach the Hmong about God and the Bible.

The "Roman Popular Alphabet(RPA)" was new and large numbers of older Hmong did not have chance to learn it. But for the later generations age 40 and younger, most know how to read and write in Hmong. "Those who became literate were the self-taught from primers or learned from friends and relatives."(Biddle, 1985).

The Hmong people were newly introduced to Roman Popular Alphabet(RPA) and many Hmong did not even know their written language. Learning how to read and write the English language and apply for a job that required fluency in English was a major problem for them.

Employment

When Hmong migrated to America, life is totally different from what they had in Laos(Roop and Fenlon,1991). In Laos, a good education was not required to make living. It only required the Hmong farmers to work hard on their farms.

Moreover, Hmong have no modern technology for farming as the farmers still used axes and knives to farm. This makes education useless for ordinary Hmong in Laos. But life in America requires reading, writing, and speaking in English to be able to make good living. Even the American farmers still have to learn how to read and write, so they can read the instructions that show how to operate the new farming equipment. Therefore, farming in America requires education and capital. Hmong lacked the education and money to farm.

Once the Hmong realized that farming for a living is not possible, they moved to the city and tried to work for someone else. Again, reading, writing, and speaking English are required for earning an average income. Few jobs required no education and English. This made the Hmong realize that education is the key to survival in the United States. Therefore, many Hmong are unemployed and a few are employed, but only work for companies that do not require much written language. Unfortunately, those Hmong who worked for companies that require no English earned very low income. As it shows in the Hmong American Partnership survey that 60% are unemployed (Pai Yang & Nora Murphy, 1993).

Income

When Hmong migrated to America, the Hmong were divided into two groups. Each group received either government assistance or worked to earn an income. For the Hmong who received government assistance, a family of one-to-two member(s), each earned \$200.00 per month.

When family members increased beyond two, each additional member received \$75.00 a month. This was considered to be very little income.

On the other hand, the Hmong families who were employed had an annual-income on the average of \$13,000 per family of one worker(Fass,1991). If we were to compare Hmong income with the average American family income, each American family with two or more children earned roughly double on what each Hmong family earned.

The problem was, Hmong were new arrivals that don't have the education and job skills that qualified them to earn as good an income as American individuals. Therefore, what the Hmong families earned per year is below poverty line. Again, the low income that Hmong families earned tells Hmong that they lacked education.

Poverty

Poverty is a fact of life that no one wants to face, but many Hmong people face it daily. It causes lots of stress for those who face it. Imagine that your car is running out of fuel and you still have a hundred miles to get to the next gas station. You'll truly concerned because your vehicle does not have the resources to go that far. Poverty is similar like a car that is running out of gas. When a Hmong families face poverty, they do not have the money to buy what they

wish to have and can barely survive month-to-month. They can't afford to buy what their children need for education. As Banks(1989) said "they are often limited in their ability to buy materials," which affects the children's ability to do well in school.

Indeed, if a family is in poverty, their children will not get what they need for school. This is very discouraging for them. They may feel like their parents do not care about them enough and run out of hope for their own future.

In addition, the Hmong families that live below poverty line can not afford to send their children to a good school, which could lead their children to a better future.

Hmong parents who live below poverty line often have lots of stress, low self-esteem, may not communicate well, and often not want to participate with group meeting. They may feel like only others have the qualification to participate in meetings. They may feel like they have nothing important to say, or feel that they will be looked down on from others. This prevents them from to communicating with the

children's teachers, and school personnel.

Furthermore, the Hmong parents who lack sufficient income will not be able to afford to live in good neighborhood, where it is safe for the children. For example, a bad neighborhood will have gangs, kids who are not doing well in school, young people who addicted to drugs at a young age, teens who are pregnant, etc.. They lack quiet library, and other community resources.

Parenting

The term parenting can be traced back to as early as the beginning of human existence. Berger(2000) said "parents are the first nurturers, and educators of their children." Parents take action to support their children in both physical and mental development. It does not matter how easy or how hard it is to support a family, parents make a commitment to earn a good living for the children so that it can further strengthen the children's mental and physical growth, and development needs.

Unfortunately, the role of parenting requires lots of energy from parents to provide for both physical and intellectual growth. Usually, when parents focus on providing for physical development, they may forget to

manage their time so that the children's intellectual development can equally be nurtured. If a couple have more than one child, the demand is doubled, tripled, and so on. The fact is, parents usually work thirty to forty hours per week, and often think they do not have the time to participate with the young on school assignments. Sometimes, they have the time but they are too tired from earning a living to get involved with their children's homework and school meetings.

These parents fail to realize that if children lack physical and mental nurturing, their offspring will not grow as an ordinary person. And if children are lacking either proper food or education, it would be hard for children to cope with their future lives.

It is amazing to see the tremendous result that when parents balance their efforts and time equally to provide both adequate education and food, children will grow both physically and intellectually(Cullinan,- 1992).

It takes patience and the willingness to raise children in a way so that they will develop to be competent people. Therefore, whether the children will grow up to be healthy in both physically and

intellectually was depends on the process that parents follow. The choice is up to the parents.

Communication

Berger(2000) gave a definition for the term of communication as a dialog about a person's "feeling." In other word, dialog is an open communication where two persons share their opinions, feelings, living situations, etc. with one another to see if life can be improved or not.

In fact, parents who have children attend school need to have a good communication with their children. It does not matter how well or badly their children are doing in the home or at school, open communication is need so that parents and children can get feedback from each other. When the communication that parents and children have is open, both can understand and count on each other for help.

Giordano, Cenkovich, and Demaris(1993) said "When parents and peers are in agreement, a particular behavior in question is most likely to occur. If, however, parents and peers disagree, their respective influence varies with the issue involved." It is true

that when parents and peers agree, positive results occur because the trust between the two causes them to take serious action.

On the other hand, parents and teachers need to have good communication too because both need to share their concern with each other. Both parents and teachers can reach the common goal of nurturing children's intellectual growth.

However, teachers are the middle man who works with the school, children, and parents. Their job is to follow the school policy that is set for everyone and use their abilities to guide the children through a course of learning.

For the parents, their duties are to support their children so they are able to follow the lessons that teachers teach daily. In order for parents to support their children effectively, open communication is needed to have with the teacher so that parents can get the feed back how good or bad their children are doing in school. If, for example, children are not doing well in school, teacher can tell parents about it and advise parents on how to help the children. Or if school has any event that it requires parents to be involved, teachers can let parents know of the event through

communication so that parents reserve their time for involvement with the particular activity. They also can learn some skills from the activity.

Assist Children with Homework

Schlorberg (1999) said that a child in first grade is "Ready to use her mind." Teachers will start to send homework with student daily. The point is that children in first grade will begin to get homework daily and they need to learn how to get their homework done. Usually, children will struggle a lot because they do not know how to do their homework. They are confused, do not know where to begin, etc. Parents need to be available for children to ask questions and get idea on how to do their homework. For example, Schlosberg(1999) pointed that teachers will send homework with first grade students daily and the assignment will take a few minutes per night. For the second, third, and fourth grade students, the daily assignment will take 15-20 minutes, 20-30 minutes, and 40 minutes per night.

The older the children are, the more homework they will get per night. It can be generalized that when children get more homework from school, they will have

more questions for parents, and parents have to spend more time helping children with their assignments.

Although assisting children with homework is not a job that parents receive pay, the reward is great. The reward comes from watching children grow into loving, responsible, and competitive human beings. This is not a small accomplishment, but it is a great return(Cullinan, 1992). If parents assist children enjoying getting school assignment done properly, parents are truly handling a special magic skill to them. This is a gift that will uplift their lives as nothing else can compare to.

Parents need to help children with homework seriously, make sure they read, and understand the question/instruction clearly, and respond to the question specifically. Even though, it looks like helping children with homework is a difficult task for parents to do and train children to follow, it will bring positive result on their assignments.

Participate in School Meetings

It is understandable that busy, uneducated, and low-income parents have difficulty participating in school meetings. However, there are benefits that

parents needs to know and understand how schools work.

The school system, for example, will set up a meeting for parents to come and meet with teachers.

Further, it can be pointed out that when teachers meet with parents, they discuss with parents about school policy and the concern areas that parents want to talk about. Once the concern is addressed, teachers listen, think about how the problem can be solved, and share opinions with parents on how to deal with it.

Parents, on the other hand, may need to do the same with teachers. They need to ask the teacher about how their children are doing in school. Whether the children show good or bad behavior and how they are progressing in class. Once the problem is addressed, teachers and parents can discuss why it occurs, and come up with a solution for the problem. This is as Berger(2000) said "exchange of feeling, beliefs, and knowledge between parent and teacher about a particular student." Parents participating with school meetings can be considered as a cooperating with school teachers and lead to continued building a strong partnership that enreach the learning skills of children.

It is true that some occasional, parents and teacher will misunderstand each other, disagree on a particular point of view, and get angry at each other. This is considered normal. The essential point for parents is be cooperative with teachers so that teachers and parents can combine their wisdoms to help the children. The idea is to do whatever it takes to make a student a competent human being. This is the reason why the parent needs to participate with school meeting.

Barriers

Coming to America is a new era for the Hmong. Learning how to overcome the barrier of not knowing how to read, write, and to operate the modern tools makes living in American society a challenge for Hmong parents. It extremely hard for the Hmong refugees do with an illiterate background. Timm(1990) estimated that "70% of the Hmong refugees were illiterate when they emigrated to the U.S. and the concept of using written language was among the profound difficulties which Hmong face in America." Indeed, it is understandable that if the Hmong parents are illiterate, the challenges making living to support

their families, communicating with people who are not Hmong, and helping their children with homework would be almost impossible.

When there is a school meeting, and if there is no translator, Hmong parents will not know what the meeting is all about. If the school wants them to understand what is going on, an interpreter needs to be available for these parents because they are lacking English skills.

For the 30%(Murphy & Yang, 1993) of Hmong parents who know how to read and write, they be able to help their children with homework, making living, and etc. Hmong children of whose parents who are literate will not suffer from lack of educational help from parents as much as the children whose parents are illiterate. Also, when there is a school meeting, literate parents will not have the problem of understanding and communicating with teachers.

On the other hand, most Hmong parents who lack English skills do not have the transportation to attend and participate with school meetings. Whenever there is a school meeting, they usually will need to ask for a ride from a relative or a friend. The fact is, they

do not know the language well enough to take the driver test and get their permit or drivers license. This is an additional barrier that Hmong parents have.

Job-Skill

Cassel and Kolstad(1998) said "The major purpose for schooling is to foster success in the work place." True, school is the entry to prepare the young people to get good job. Cassel and Kolstad(1998) also address some basic areas that a school should focus on to train the young people. These areas are as follow: being able to work with people, read, write, arithmetic, and job-skill." It means that if a person good at these five areas, chances of getting promoted would be greater than those who lack some of these skills. Therefore, school should aim their training at these basic areas so when students are ready for the work force, they are already proficient and be able to perform as effectively as the employers want them to perform.

Parent Concern

According to Vang(1987) called a "Social Change," that does not cause future conflict within the family. These are the main concerns of Hmong parents. For example, if a group of Hmong children were sent to school, and later on these children still maintain their loyalty toward parents and become literate, then their parents will proud of them.

But Vang(1994) stated that parents show a "great concern," when their children did not do well in school. If a child didn't do well in school, Hmong parents usually punish the children and assume that the children were not paying attention to the teacher. Parents believed that children tend to let the information go by without understanding what is going on and later do not know how to do their homework.

As Judy Lewis, Lue Vang, Li-Rong Lilly Cheng(1989) said "behaved inappropriately, and could not do the work." Those who have bad grade usually do not cooperate with teacher. They usually do something unacceptable and run away from school, where good students never think of trying it.

Vang(1987) also stated that student who have higher grade-point averages are perceived by teachers to be more cooperative in school. Hmong parents assumed that if a child really want to learn, one will cooperate and do whatever teachers tell one to do.

Teachers's Attitude

As everyone lives in a changing world, school do need professional teachers who can deal with diverse parents. The main need is for teachers to have a professional attitude that enable them to calmly establish a good partnership with parents who have children attend school. Berger(2000) said "School personnel may not understand the cultures." Indeed, Hmong parents need someone they can trust, communicate with, understand their view point, and respect who they are. Berger(2000) also mentioned that parents consider teachers who possess the above characteristic "open mind" teachers. If teachers do not understand that each culture, language, and etc. is different, chances are that they will communicate well based on parents level is less.

Once teachers do not understand the parents' culture well and fail to communicate effectively with parents, it causes parents to feel that teachers are not understanding the parents' view point. However, whenever parents feel that teachers do not want to understand them, it means that teachers do not care.

The lack of teacher skills or positive attitudes will lead both teachers and parents apart and will not help students' learning. These teacher-barriers should be improved because responsible educators need to help families support their children's learning. It can be generalized that if parents want their young to achieve an educational goal, children need to have good teachers that truly support the learning interest of families.

As Berger(2000) said "good teachers will prepare a letter to send home with student to let parents know that there will be a school meeting and encourage parents to be at the meeting." Or teachers can make a phone call to tell parents in advance that there will be an important meeting during which parents need to participate. An advance notice or personal notice as mentioned above will show that teachers really care about students' education.

Moreover, if there is new program, service or seminar that it is newly developed for the enrichment of students' learning, and teachers give parents information about the activity, it will be helpful to both parents and students. Educational programs teachers refer parents to can create an environment for the benefit of parents' teaching skill. When parents learn enough teaching skills, they will understand the role of being parent. Good partnership comes from good teachers who know the responsibility of being a good role model to guide parents step-by-step to be a good home-teacher for their children.

Summary

The Hmong are a group of people who consider themselves as free people and they moved from place-to-place. Hmong who lived in Laos were recruited by the American C.I.A. to help rescue the U.S. pilots that were shot down.

The C.I.A. also had a verbal agreement with the Hmong leaders that if they joined hands with the United States to fight for democracy, the C.I.A. would provide weapons for the Hmong to defend their homeland. If C.I.A. and the Hmong lost, the United States would find a peaceful place for the Hmong to live.

Unfortunately, the Vietnam war was going on for nearly twenty years, and C.I.A. decided to pull out because United State could not afford to waste any more lives and money. The only way for United State to stop the expenses and lose of lives was to stop the war.

In 1975, United States pulled out completely from Southeast Asia and decided to accept the allies who fought for C.I.A. into America.

Once the Hmong were accepted to the United States, there were some barriers that they had to overcome so they could be self sufficient. The barriers were: lack of reading, writing, and lack of the English language. The barriers caused the Hmong in the United States to live in poverty.

Since the Hmong were lacking English skills, they could not find jobs that paid well. The majority of them relied on public assistance because making living in America was so complex.

Since Hmong parents experienced the difficulty, they sent children to school, encouraged children to study hard, and believed that education is the key to a good future.

However, sending children to school did not reach Hmong parents' goal of their children having a better future because children were too young to handle the learning activities. Hmong parents needed to participate in helping children with homework. This was difficult as many Hmong parents did not know the English language well enough to help their children.

Chapter 3

Research Methodology

This chapter describes the objectives, subjects, instruments, data collection, rate of response, and data analysis of this study.

Research Objectives

The research objectives of this study were to:

01. Describe the Hmong parents attitudes toward their childrens' education.
02. Determine Hmong parents frequency of participating in their children school meetings.
03. Compare parents attitudes toward children's education based on gender of parents.
04. Compare parents participation in school meetings and homework based on gender.
05. Compare parents' attitude toward children's education based on parents' level of education.
06. Compare parents' participation in school meetings and homework based on parent's level of education.

07. Compare parents' attitude toward education based upon parent's employment status.
08. Compare parents' participation toward education based upon parents' employment status.
09. Compare parents attitude toward children's school meetings and homework based on parents' years living in the United States.
10. Compare parents participation toward children's school meetings and homework based on parents' years living in the United States.

Subjects

The subjects for this research survey were Hmong parents who were members at Hmong Minnesota Incorporated, Minneapolis, MN. There were a total of 100 Hmong parents who participated in the meeting and 93 parents agreed to participate in this study.

These participants were ages 15 and up. Some were literate but some were illiterate. For the literate, the author presented the questionnaires to them and had them read and respond by themselves.

For the illiterate participants, the author read the questionnaires that in Hmong language, item-by-item, to them to make sure the participants understood each of the statements clearly before they responded to it. They were asked to participate with this survey and those who did not want to participate were excluded.

Instruments

The instrument consisted of three sections that the author developed. The three sections were: general information, parents' attitudes toward children's education, and parents' participation toward children's education. In section two, the participants were asked to respond to the attitude items on a 5 point Likert Scale as: 1= strongly disagree, 2=disagree,3=undecided, 4=agree, or 5= strongly agree. In section three, the participants were asked how frequently they participated on a scale of: 1= never, 2=sometime, 3=frequently, and 4=almost always. See Appendix A.

Data Collections

The processes of collecting the informations for this study involved the steps as follow. First, the researcher called to get approval from Hmong Minnesota Incorporated for distributing the survey questionnaires to Hmong parents and the propose was approved.

Second, date and time was set for the researcher to bring the consent form and 120 survey questionnaires to the meeting. Third, February 2000, the consent letter was read in front of all the participants and 93 out of 100 Hmong parents agreed to participate. See Appendix B.

Fourth, because some of the Hmong parents were illiterate, the researcher decided to read and explained the survey questions one-by-one to the participants so that they could understand the question and respond to it as close as possible. The survey took approximately 1 ½ hours with no other activity to interrupt during the survey.

Rate of Response

Ninty three out of 100 people were willing to participate on the research study, which was 93 percent. The research survey had high rate of response because the author was handing the questionnaires to

each participant after a meeting that held by Hmong Minnesota Incorporated, Minneapolis, MN. This made the rate of participation high.

Data Analysis

The statistical calculation of the research questionnaires was computed by University-Stout's Academic Computer Center. Percentile was used to

calculate the age, years in the United States, gender, marital status, highest level of education, numbers of children in Kindergarten-to-Eighth grade, and employment status.

Means, standard deviation, and rank were used on Section II(Attitudes toward Children's Education) and Section III(Parents' Participation). A T-test was used to compute parents' attitudes and parents participation based on gender and level of parents' education.

On parents' attitudes and parents' participation sections, an ANOVA was also used to compute whether employment status affected parents participation and parents' attitudes.

On parents' attitudes and participation sections, ANOVA and Student-Neuman-Keuls were used to determine Hmong parents' participation and attitude toward children's education based on years that they lived in the U.S.

Chapter 4

Results and Discussion

This chapter contains results related to three areas as followings: general information, parents' attitude toward children education, and parents' participation. A discussion of the findings follows.

General Information

The purpose of the general information section was to determine parents age, numbers of years that they lived in the United States, gender, marital status, their highest level of education, number of children that they had and attending kindergarten to eighth grade, and their current status. Also, the results of each question were described and a table with data were provided.

Age

The age of the participants was divided into eight groups. Nineteen participants(20%) out of 93(100%) were 26-30 years old, 18(19.4%) were 41-45 years old, 15(16.1%) were 36-40 years old, 14(15.1%) were 46-50 years old, 13(14%) were 31-35 years old, and 8(8.6%) were 21-25 years old. The participants in the 15-20 years old group and 51 year or order group were three(3.2%) each. See Table 1.

Table 1-Age Range

<u>Age Range</u>	<u>N</u>	<u>Percentage</u>
15-20 years old	3	3.2%
21-25 years old	8	8.6%
26-30 years old	19	20.4%
31-35 years old	13	14.0%

36-40 years old	15	16.1%
41-45 years old	18	19.4%
46-50 years old	14	15.1%
51 or older	<u>3</u>	<u>3.2%</u>
Total:	93	100%

Years in United States

All respondents were asked to identify the number of years they lived in the U.S. The data showed that 27(29%) lived in the U.S. for 4-6 years, 16(17.2%) lived in the U.S. for 16 years or longer, 14(15.1%) responded that they lived in the U.S. for 13-15 years, and 10(10.8%) responded that they lived in the United States for 1-3 years. For the less than one-year group and the 7-9 years group, each had 9(9.7%) respondents. Also, 8(8.6%) indicated that they lived in the U.S. for 10-12 years. See Table 2.

Table 2-Years Lived in the U.S.

<u>Division</u>	<u>N</u>	<u>Percentage</u>
Less than one year	9	9.7%
1-3 years	10	10.8%
4-6 years	27	29.0%
7-9 years	9	9.7%
10-12 years	8	8.6%
13-15 years	14	15.1%
16 years or longer	<u>16</u>	<u>17.2%</u>
Total:	93	100%

Gender of Respondent

All participants were asked to identify their gender, but some chose not to respond to this question.

Overall, 34(38.2%) responded that they were male, and 55(61.8%) responded that they were female. See Table 3.

Table 3-Gender

<u>Gender</u>	<u>N</u>	<u>Percentage</u>
Male	34	38.2%
Female	<u>55</u>	<u>61.8%</u>
Total:	89	96%

Marital Status

Marital status was divided into five categories: single, married, separated, divorced, and widowed. The data showed that 76(83.5%) of respondents were married, 8(8.8%) were divorced, 4(4.4%) were separated, and 3(3.3%) were widowed. See Table 4.

Table 4-Marital Status

<u>Marital Status</u>	<u>N</u>	<u>Percentage</u>
Single	2	2.2%
Married	76	81.7%
Separated	4	4.4%
Divorced	8	8.8%
Widowed	3	3.2%
Total:	<u>93</u>	<u>100%</u>

Highest Level of Education

The highest level of participants' education was determined. Fifty-one respondents(54.5%) indicated that they had no education, 14(15.1%) had a vocational degree, 9(9.7%) had a high school diploma, 9(9.7%) had a four year college, 7(7.5%) had some college, and 3(3.2%) had an elementary education. See Table 5.

Table 5-Highest Level of Education

<u>Division</u>	<u>N</u>	<u>Percentage</u>
No education	51	54.8%
Elementary	3	3.3%
High School Grad	9	9.7%
Vocational Degree	14	15.1%
Some college	7	7.5%
Four year college	9	9.7%
Total:	93	100%

Number of Children in kindergarten to 8th grade

Respondents were asked to identify the number of children that they had attending kindergarten through eighth grade. Forty eight(51.6%) parents responded that they had 1-2 children who attended kindergarten to eighth grade, 44(47.3%) parents responded that they had

3-4 children who attended kindergarten to eighth grade, and one responded that s/he had 5-6 children who attended kindergarten to eighth grade. See Table 6.

Table 6-Number of Children who Attend K-8th

<u>Division</u>	<u>N</u>	<u>Percentage</u>
1-2 child(s)	48	51.6%
3-4 children	44	47.3%
5-6 children	1	1.1%
Total:	<u>93</u>	<u>100%</u>

Current Employment Status

Respondents were asked to indicate their current status of employment or enrollment as a student. It showed that 77(82.8%) of participants were employed with 57(75%) of them were working full-time and 19(25%)

of them were working part-time. For the student and homemaker categories, 2(2.2%) were students and 14(15.1%) were homemakers. See Table 7.

Table 7-Current Employment Status

<u>Current Employment Status</u>	<u>N</u>	<u>Percentage</u>
Student	2	2.2%

Homemaker	14	15.1%
Employed full-time	57	61.3%
Employed part-time	20	21.4%
Total:	<u>93</u>	<u>100%</u>

Attitude Section

In the parents' attitude toward children's education section, there were 11 items that covered the importance of children's education, children who were not doing well in school will face difficulty in lives, concern that children may not learn what teachers taught, and the concerns that Hmong parents have about children learning wrong values in school. A Likert Scale that ranged from one (strongly disagree) to five (strongly agree) was used for the Hmong parents to mark their specific response on each item. Also, items were listed in rank order based on the highest mean to the lowest mean.

The four items had highest mean of $X=4.98$ were as follows. Item 2 (A strong K-12 background is needed for college success), item 3 (I want my children to finish high school and go on to college), item 5 (A good income comes from having a higher level of education), and item 6 (A good future comes from working hard in

school). This means that Hmong parents strongly agreed with each of these four items.

Parents disagreed with one statement. Item 11(My children are learning values that I do not approve of in school) had a mean($X=2.65$). See Table 8.

Table 8-Attitudes toward Children's Education

Attitude Items	X	S.D.	Rank Ord.
02. A strong K-12 background is needed for college success.	4.98	.15	1
03. I want my children to finish high school and go on to college.	4.98	.15	1

05. A good income comes from having a higher level of education.	4.98	.15	1
06. A good future comes from working hard in school.	4.98	.15	1
01. Education is important to succeed in the U.S.	4.97	.18	5
04. A good education is required to obtain a job that pays well.	4.95	.23	6
07. Children that don't have much education will have a difficult life.	4.91	.35	7
09. I believe teachers will teach my children skills to help them get a job.	4.59	.54	8
10. I believe my children are learning the academics skills that taught in class.	4.53	.54	9
08. I believe teachers have treaded my children fairly.	4.48	.52	10
11. My children are learning values that I do not approve of in school.	2.65	.48	11

Parents' Participation Section

For the parents' participation section, a Likert Scale from 1(never) to 4(almost always) was used for parents to mark their level of participation in their children's education. The items was ranked based on the highest mean(X) to the lowest mean(X).

Item 11(My children's teachers make me feel comfortable at school) had a mean of 3.29, item 10(I feel comfortable talking to my children's teachers) with a mean of 3.24, and item 2(I participate in school meetings regarding my children) had a mean of 3.15. Items 6(My children appreciate it when I show interest in their school work) and item 7(My children appreciate it when I participate in school meetings), both had means of $X=3.06$. These five items were activities that Hmong parents frequently to almost always did.

These were two activities that Hmong parents participated the least and they were: item 5(I regularly visit my children's school) had mean of 1.99, and item 4(I call and talk to my children's teachers about how he/she is doing in school) had a mean of 1.89. See Table 9.

Table 9-Parents' Participation in School Meetings and Homework

Parents' Participation items	X	S.D.	Rank Ord.
11. My children's teachers make me feel comfortable at school.	3.29	.60	1
10. I feel comfortable talking to my children's teachers.	3.24	.67	2
02. I participate in school meetings regarding my children.	3.15	.92	3

06. My children appreciate it when I show interest in their school work.	3.06	.72	4
07. My children appreciate it when I participate in school meetings.	3.06	.76	4
03. I discuss with my children about their school work and problems.	2.98	.82	5
09. I have transportation to attend school meetings.	2.96	.81	6
08. I need a translator to participate in school meetings.	2.44	1.27	7
01. I help my children with their Homework.	2.25	.90	8
05. I regularly visit my children's school.	1.99	.90	9
04. I call and talk to my children's teachers about how he/she is doing in school.	1.89	.88	10

T-Test Results

To test whether there were difference on parents attitudes toward children's education based on gender, a t-test was computed. There were three differences between males and females on attitudes toward their children's education.

Item 7(Children that don't have much education will have a difficult life) showed that males(X= 5.00) had more positive attitude at the .05 level of significance difference than females(X=4.89). Item 9(I believe teachers will teach my children skills to help them get a job) showed that males(X=4.74) had a significantly more positive attitude at the .05 level than females(X=4.51). Item 10(I believe my children are learning the academics skills taught in class) showed that males(X= 4.79) scored significant higher in attitude at the .001 level than females(X= 4.42). These three items indicated that Hmong fathers had more positive attitudes toward education than Hmong mothers. See Table 10.

Table 10

Significant Difference in Attitudes toward Children's Education based on Gender of Parent

Gender Att. Items	Males		Females		T	T
	X	S.D.	X	S.D.	Value	Prob.
07. Children that don't have much education will have a difficult life.	5.00	.00	4.89	.37	2.194	.033*

09. I believe teachers will teach my children skill to them get a job.	4.74	.45	4.51	.57	2.076	.041*
10. I believe my children are learning the academics skill taught in class.	4.79	.41	4.42	.53	3.735	.000***

A T-test also were used to determine the significant difference on parents' participation based on gender. There were five significant differences.

On item 3(I discuss with my children about their school work and problem) there was a significant difference at the .05 level between males(X= 2.74) and females(X= 3.16). This showed that Hmong females tended to discuss school work with their children more than Hmong males.

On item 4(I call and talk to my children's teachers about how he/she is doing in school), a significant difference at the .05 level was found between males(X=2.15) and females(X=1.76). This item indicated that Hmong males were more confident of calling to see how their children were doing in school than were Hmong mothers.

On item 5(I regularly visit my children's school) a significant was found at the .05 level between

males(X=2.26) and females(X=1.84). The bigger mean showed that fathers visited the children's school more often than mothers.

A significant difference at the .001 level was found on item 6(My children appreciate it when I show interest in their school work), males(X=2.61) scored lower than females(X=3.31). The female mean showed that they were more involved with school work than males. On item 9(I have transportation to attend school meetings), there was a significant difference at the .05 level between males(X=2.68) and females(X=3.09). The female mean revealed that they had transportation to school meetings more than males. See Table 11.

Table 11
T-test on Parents Participation based on Gender

Gender Partic. Items	Males		Females		T	T
	X	S.D.	X	S.D.	Value	Prob.
03. I discuss with my children about their school work and problem.	2.74	.79	3.16	.81	-2.444	.017*
04. I call and talk to						

my children's teachers about how he/she is doing in school.	2.15	.89	1.76	.86	2.015	.047*
05. I regularly visit my children's school.	2.26	.83	1.84	.94	2.187	.031*
06. My children appreciate it when I show interest in their school work.	2.61	.77	3.31	.57	-4.310	.000***
09. I have transportation to attend school meetings.	2.68	.81	3.09	.78	-2.412	.018*

A t-test was used to calculate the significant difference on parents' attitude toward children's education based on the level of parents' education. There were four significant differences between those who had no education or an elementary education and those who were a high school graduates or had some college education.

On item 7(Children that don't have much education will have a difficult life) showed that no education or an elementary(X=5.00) score significantly higher than those with a high school or higher education(X=4.79). The parents who had no education and an elementary agreed that education is more important than those with a high school or college education.

Item 9 "I believe teachers will teach my children skills to help them get a job" had a significantly more

positive attitude at the .05 level than on parents who had no education or an elementary education with($X=4.76$) than parents who were high school graduates or higher ($X=4.36$).

A significant difference was found at .05 level on item 10(I believe my children are learning the academics skills taught in class) showed that parents who had no education and an elementary education ($X=4.65$) believed that their children will learn what was taught in class more than parents who had a high school education or more($X=4.36$).

On item 11(My children are learning values I don't approve of in school) a significant difference was found at .05 level with parents who had no education and elementary education($X=2.87$) and parents who were high school graduates or higher($X=2.48$). The no education and elementary education parents were more concerned about values that their children learned in school than the parents who had a high school diploma or higher. See Table 12.

Table 12

Attitude toward Children's Education based on Parents' Level of Education

None-Elem	HS or Up	T	T
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Items	X	S.D.	X	S.D.	Value	Prob.
07. Children that don't have much education will have a difficult life.	5.00	0.00	4.79	.52	2.454	.019**
09. I believe teachers will teach my children skills to help them get a job.	4.76	.43	4.36	.58	3.624	.001**
10. I believe my children are learning the academics skills taught in class.	4.65	.48	4.36.	.58	2.610	.011**
11. My children are learning value I don't approve of in school.	2.87	.84	2.87	.80	-2.253	.027**

A t-test was used to compute the difference on parents participation based on parents' level of education. There were differences on participation between those Hmong parents who had no education or elementary education and those parents who were high school graduates or higher.

On item 1(Ihelp my children with their homework) there was a significant difference at the .001 level between the no education and elementary{X=1.72) and those were high school graduates or higher(X=2.97). This showed that the parents who were high school

education or higher helped their children with homework more than the one with less education.

On item 2(I participate in school meetings regarding my children) a significant difference at the .001 level was found between the parents who had no education and an elementary education($X=3.46$) and the parents who had high school diploma or higher($X=2.72$). Those parents with an elementary education or less participated more in school meetings than Hmong parents who were high school graduates and advance education.

On item 4(I call and talk to my children's teacher about how he/she is doing in school) it was found that the parents with no education or an elementary education($X=1.57$) a significant difference at .001 level that they called and talked to the teacher less than Hmong parents($X=2.33$) who were high school graduates or had an advance education.

A significant difference at the .01 level was found on item 5(I regularly visit my children's school), between parents($X=1.78$) who had no elementary education and the parents($X=2.28$) who had high school diploma or higher. The mean($X=2.28$) showed that parents who were high school graduates or higher visited their children's school more than parents who

had no education and an elementary education.

On item 8(I need a translator to participate in school meetings), there was a significant difference between parents with no education or an elementary education($X=3.24$) and the high school graduate and advance education($X=1.33$) at .001 level. The Hmong who had less education needed a translator to participate in school meetings more than the Hmong parents who were high school graduates.

On item 9(I have transportation to participate in school meetings), a significant difference was found at .001 level. Those parents who had an elementary education or less scored lower($X=2.72$) than those who had a high school diploma or more($X=3.28$). It revealed that parents who were high school graduates or higher had easier access to transportation for school meetings than those who had an elementary education or less. See Table 13.

Table 13
Significant Differences between Parents' Participation Based on Level of Education

Items	None-Elem X S.D.	HS or Up X S.D.	T Value	T Prob.
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01. I help my children with their homework.	1.72	.66	2.97	.67	-9.009	.000***
02. I participate in school meetings re garding my children.	3.46	.86	2.72	.83	4.184	.000***
04. I call and talk to my childrend's teachers about how he/she is doing in school.	1.57	.86	2.33	.70	-4.682	.000***
05. I regularly visit my children's school.	1.78	.96	2.28	.72	-2.880	.005**
08. I need a translator to participate in school meetings.	3.24	.95	1.33	.70	11.139	.000***
09. I have transpor- tation to parti- cipate in school meetings.	2.72	.79	3.28	.72	-3.500	.001***

To determine whether employment status affected parents' attitudes and participation, an ANOVA was computed. There were no significant differences on parent attitudes. However, there were four significant differences on parent participation based upon employment status.

On participation item 1 "I help my children with their homework," a significant difference was found at the .01 level among the groups. Using the Student-Newman Keuls test, a significant difference at the .01 level was found between the unemployed parents ($X=1.63$,

N=16) and both the parents employed part-time($X=2.21$, $N=19$) and the full-time employed parents($X=2.42$, $N=57$). Those parents employed part-time and full-time helped their children more frequently with homework than the parents who were not employed.

A significant difference was found at .01 level on participation item 4 "I call and talk to my children's teachers about how he/she is doing in school," among the groups. Using the Student Newman-Keuls test, there was a significant difference between parents who were not employed($X=1.44$, $N=16$), and those parents who were employed full-time($X=2.11$, $N=57$). The parents who were employed full-time called and talked with their children's teachers more than those parents who were not employed.

Among the groups, on participation item 5 "I regularly visit my children's school," a significant difference was found at the .05 level. However, the Student-Newman-Keuls test did not locate the difference among the groups.

On participation item 9 "I have transportation to attend school meetings" a significant difference was found at the .05 level among the groups. Using the Student-Neuman-Keuls test, a significant difference at

the .05 level was found between the unemployed(X=2.5, N= 16) and both the parents employed part-time(X=3.00, N=57) and full-time(X=3.21, N=19). More of the parents employed part-time and full-time had transportation to attend school meetings than those who were not employed. See Table 14.

Table 14

Significant Differences on Parents Participation Based upon Employment Status

Items		Sum Squares	Mean Square	F Value	Sign.
01. I help my children with their homework.	Betwn Within	7.936 66.803	3.968 .751	5.287	.007*
04. I call and talk to my children's teachers about how he/she is doing in school.	Betwn Within	6.708 68.411	3.968 .712	4.708	.011*
05. I regularly visit my children's school.	Betwn Within	5.282 69.674	2.641 .772	3.423	.037*
09. I have transportation to attend school meetings.	Betwn Within	4.668 55.158	2.334 .620	3.766	.027*

To determine respondents' attitude and participation toward children's education based on the years they lived in the U.S., an ANOVA was computed. There were two significant differences on parents' attitude toward children's education and six

significant differences on parents' participation.

On attitude item 8 "I believe teachers have treated my children fairly," there was a significant difference found at the .05 level among the groups. Using the Student Neuman Keuls test, a significant difference at the .05 level was found between parents who had lived in U.S. 4-9 years ($X=4.36$, $N=36$) and the parents living here 3 years or less ($X=4.74$, $N=19$). Those parents who lived in the U.S. 3 years or less had more positive feelings toward how teachers treated their children than those who lived in the U.S for 10 or more years.

There was a significant difference at the .001 level on attitude item 9 "Teachers teach my children skills to get a job." Using the Student-Neuman-Keuls test, a significant difference was found between parents who lived in the U.S. 10 years or more ($X=4.34$, $N=38$), 4-9 years ($X=4.75$, $N=36$), and 3 years or more ($X=4.79$, $N=19$). More of the parents who lived in the U.S. for 9 or less years believed that teachers were teaching their children skills to get a job than those parents who lived here 10 or more years. See Table 15.

Table 15

Attitude toward Children's Education

	Sum	Mean	F	Sign.
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Items		Squares	Square	Value	
08. I believe teachers have treated my children fairly.	Betwn	1.762	.881	3.380	.038*
	Within	23.473	.261		
09. I believe teachers will teach my children skills to help them get a job.	Betwn	4.013	2.006	8.039	.001***
	Within	22.473	.250		

A significant difference was found on participation item 1 "I help my children with their homework," at the .001 level among the groups. Using the Student-Newman-Keuls test, a significant difference at the .001 level was found between parents who lived in the United States 3 years or less ($X=1.63$, $N=19$), and those parents who lived in the United States under 9 years ($X=1.92$, $N=36$), and those who lived in the United States 10 years and up ($X=2.87$, $N=38$). The parents who lived in the United States 10 years or more were able to participate with children's homework to a greater extent than those parents who lived in the United States less than 9 years.

On participation item 2 "I participate in school meetings regarding my children," a significant difference was also found at the .001 level among the groups. Using the Student-Newman-Keuls test, a

significant difference at the .001 level was found between parents who lived in the United States 10 years or more($X=2.26$, $N=38$), and those parents who lived in the United States 3 years or less($X=3.21$, $N=19$), and those who lived in the United States 4-9 years($X=3.67$, $N=36$). The parents who lived in the United States 0-9 years were participated with school meetings more often than those parents who lived in the United States 10 years or more.

On participation item 4 "I call and talk to my children's teachers about how he/she is doing in school," a significant difference was found at the .001 level among the groups. Using the Student-Newman-Keuls test, a significant difference at the .001 level was found between parents who lived in the United States 3 years or less($X=1.21$, $N=19$), with the parents who lived in the United States 4-9 years($X=2.06$, $N=36$), and those who lived in the United States 10 years and up($X=2.08$, $N=38$). The Hmong parents who lived in the United States 4 years and more called and talked to their children's teachers more than the parents who lived in the United States 3 years or less.

A significant difference on participation item 7 "My children appreciate it when I participate in school

meetings," was found at the .05 level among the groups. Using the Student-Newman-Keuls test, a significant difference at the .05 level was found between parents who lived in the United States 4-9 years ($X=2.89$, $N=36$), and those parents who lived in the United States 10 years or more ($X=3.03$, $N=38$), and with those who lived in the United States 3 years or less ($X=3.47$, $N=19$). The parents who lived in the United States less than 3 years indicated that their children appreciated it when parents participated in school meetings more often than parents of the children who lived in the United State 4 years or more.

A significant difference was found on participation item 8 "I need a translator to participate in school meetings," at the .001 level. Using the Student-Newman-Keuls test, a significant difference at the .001 level was found between parents who lived in the United states 10 years or more ($X=1.5$, $N=36$), and those parents who lived in the United States 4-9 years ($X=2.89$, $N=36$), and those who lived in the United States 3 years and less ($X=3.47$, $N=19$). The parents who lived in the United States 3 years or less said that they needed a translator to participate in school meetings more than those parents who lived in

the United States 4-9 years, and the parents who live in the United States 4-9 years also said they needed a translator to participate in school meetings more than those parents who lived in the United States 10 years or more. The longer Hmong parents lived in the United States the more proficiency in English they will demonstrated and they did need a translator for school meetings as they formerly did.

On participation item 9 "I have a transportation to attend school meetings," a significant difference at the .01 level was found between parents who lived in the United States 4-9 years($X=2.67$, $N=36$), and those parents who lived in the United States 10 years or more($X=3.26$, $N=38$). Using the Student-Newman-Keuls test, a significant difference at the .01 level. The parents who lived in the United States 10 years more had less problem of getting transportation to participate with school meetings than those parents who lived in the United States 9 years or less.

See Table 16.

Table 16

Parents' Participation

Items	Sum Squares	Mean Square	F Value	Sign.
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01.	I help my children With homework.	Betwn Within	25.799 49.513	12.899 .550	23.447	.001***
02.	I participate in school meetings regarding my children.	Betwn Within	19.892 58.00	9.946 .644	15.434	.001***
04.	I call and talk to my children's teachers about how he/she is doing in school.	Betwn Within	11.115 59.810	5.557 .665	8.363	.001***
07.	My children appreciate it when I participate In school meetings.	Betwn Within	4.347 49.266	2.173 .547	3.970	.022
08.	I need a trans- lator to parti- cipate in school meetings.	Betwn Within	61.132 87.792	30.566 .975	31.335	.000
09.	I have transpor- tation to attend school meetings.	Betwn Withing	6.670 53.158	3.335 .591	5.646	.005

Discussion

This study focused on parents' perception toward children's education. The researcher broke down the topic into three areas: general information, parents'

attitudes toward children education, and parents' participation which enable parents and children to achieve their educational goal.

The 93 respondents who participated in this survey were ranged from 15 years old-to-65 years old and they were Hmong parents who lived in the United States 1 month-to-sixteen years and over. These participants were 38.2% male and 61.8% female; eighty-one percents of respondents were married, 4.4% separated, 8.8% divorced, 3.2% widowed, and 2.2% were single.

From the 93 participants, 51.6% responded that they had no education, 15.1% responded that they had a vocational degree, 9.7% had a four year college, and the rest of them had some college or elementary education. There were as Xiong(1998) said "only several schools for the Hmong children in the areas where the Hmong lived," in Laos. The participants were the people who were born and raised during the period that few schools existed.

For the numbers of children that each respondent had attending kindergarten to eighth grade, 48 respondents(51.6%) had 1-2 children and 44(47.3%) responded that they had 3-4 children attending

kindergarten to eighth grade. This is similar to Atkinson, Morten, and Sue(1993) who stated that "birth-rates.. Hmong= 11.9 per mother."

The participants also responded that 57(75%) of them were working full-time, 19(25%) working part-time, 14(15.1%) homemakers, and 2(2.2%) were students. This survey showed that Hmong parents in the year 2000 were 50% in the labor force compare to 29.9% of Hmong parents who were in labor force back in the 1990. According to Yang and Murphy(1993).

On the attitude section, a 5 point Likert scale was used, and majority of the means($X_s=4.48-4.98$) indicated on the statement that education is important to succeed in the United States. Xiong(1998) also mentioned that Hmong parents "see school as the key to success and survived in the future."

On the parents' participation section, a 4 point Likert scale from 1(never) to 4(almost always) was used. The majority of the participants indicated that they had participated in school meetings. As Yang and Murphy(1993) said "we need to work with the educational system to encourage our son and especially our daughters to go to and stay in school."

On the parents' attitudes toward children's

education based on gender, a t-test was used to determine the difference between males and female. The males($X=4.75$) and female($X=4.51$), which showed that Hmong males had a more positive view toward children's education than Hmong females. In Hmong tradition, Vang(1990) said "husband is the master," that he needs to focus on every directions that will benefit his family members. Whether it would be education, making living, and etc., the man of the family makes the decisions.

On parents' participation toward children's education, a t-test was used to determine the significant differences between males and females participation on helping children with homework, females participated with children's education more than the Hmong males. Berger(2000) also said "Mothers spend more time with children than father." This study found similar results.

On parents' attitudes toward children's education based on parents' level of education, a t-test was used to calculate the scores on the five-point Likert scale. It showed that those Hmong parents who had no

education-to-elementary education had more positive attitudes toward children's education than the Hmong parents who were high school graduates or higher. The illiterate Hmong still in poverty viewed education as Vang(1991) said "Hmong refugees have always placed the power of education as the key to improve the lives of their children." They see everyday that those who were educated have had better lives than those who were illiterate.

The parents' participation section on children's education based on parents' level of education was determined by using a t-test. The mean indicated that Hmong parents who were high school graduates or higher had more English skills to help children with homework and easier access to transportation for school meetings than those parents who had no education-to-elementary education. It was as Corey(1992) said "what you are able to give them." So when one does not have the skill, one will not be able to give the help to another.

An ANOVA and Student-Newman Keuls test were used to determine whether those employed or unemployed parents were having positive attitudes/participation toward children's education. There were no differences

on the attitudes, but on the participation section, the employed parents participated more in children's education than those parents who were unemployed. This was related to Xiong(1998) said "Parents' employment can be positively associated with their children education."

An ANOVA was used to determine the parents' attitudes toward children's education based on the years they lived in the United States. It indicated that the parents who lived in the U.S. 3 years or less had more positive attitudes toward children's education than the parents who lived in the United States 4 years or more. As Arends(1994) said "the amount time," which it seems liked the shorter time Hmong parents were here the more positive view on children's education they were.

On parents' participation toward children education based on the parents who lived in the U.S. 3 years or less, 4 years to 9 years, and 10 years or more. Student-Newman Kuels test was used and it showed that parents who lived in the United States 10 years or more were able to participate in children's schoolwork more than those parents who lived in the U.S. less than 9 years, but they participated in school meetings less.

For those parents who lived in the United States less than 9 years, they lacked of English skill to help their children with homework but they participated in school meetings more that those Hmong parents who lived in the United States 10 years or more. This was as Arends(1994) called " learning time." In deed, those who live in the U.S. longer will learn a variety skills and can help their children better than the new arrivals.

Chapter V

The goal of this chapter is to summarize the study about Hmong parents perception toward children's education at Hmong Minnesota Incorporated, Minneapolis,

MN. The objective, methods of data analysis, results, conclusions, implications, and research recommendation are also given.

Summary

The purpose of this research was to study the Hmong parents' perception toward children education at Hmong Minnesota Incorporated, Minneapolis, MN. The following statements were the objectives of this study.

01. Describe the Hmong parents attitudes toward their childrens' education.
02. Determine Hmong parents frequency of participating in their children school meetings.
03. Compare parents attitudes toward children's education based on gender of parents.
04. Compare parents participation in school meetings and homework based on gender.
05. Compare parents' attitude toward children's education based on parents' level of education.
06. Compare parents' participation in school meetings and homework based on parent's level of education.
07. Compare parents' attitude toward education based upon parent's employment status.

08. Compare parents' participation toward education based upon parents' employment status.
09. Compare parents attitude toward children's school meetings and homework based on parents' years living in the United States.
10. Compare parents participation toward children's school meetings and homework based on parents' years living in the United States.

The survey questionnaire consisted of three sections with instructions on how to response. The questionnaires also were distributed in both English and Hmong so that parents can understand the survey and be able to participate.

Section I of the questionnaire was a general information survey, which asked respondents about: age, years of residency in the United States, gender, marital status, level of parents' education, numbers of children that respondents had and attending kindergarten to eighth grade, current status, and employment status.

Section II consisted of eleven attitude statements

regarding parents concerns about their childrens' education. A 5 point Likert scale was used for Hmong parents to numerically respond their opinions. Each responce to an attitudes statement was rated based on the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Section III consisted of eleven statements about the frequency of parents' participation in school meetings and homework. A 4 point scale of 1=never, 2=sometimes, 3=frequently, and 4= almost always were used for the respondents to rate their participation.

On February 2000, the researcher administered the survey to Homng parents at a meeting of Hmong Minnesota, Inc. The consent letter was read in front of the participants and survey questionnaires were distributed. It took 1 ½ hours for all the participants to complete the survey. A total of 93 usable survey were collected.

The data was computed by the University-Stout's Academic Computer Center. A percentile and frequency were used to calculate the general information section.

In addition, the means and standard deviation were

calculated in all statements from Section Two and Section Three. T-tests were also used to determine Hmong parents' attitudes toward children's education and participation in school meetings and homework based on: gender, and level of participants' education. For the employment status and years of residency in the United States, ANOVA and Student Newman Keuls tests were used to determine the significant differences.

The findings revealed that most of the parents(N=79) participants were between ages 26 and 50 years old. Ninety percent(N=84) lived in the United States 1-16 years, and 55(61.8%) were female and 34(38.2%) were male. A total of 76(81%) respondents were married. Fifty one(54.4%) respondents had no education background and forty two(45.30%) respondents had some education. Ninety two(98.9%) parents had 1-4 children attending kindergarten to eighth grade. Seventy seven(82.7%) parents were employed, and 16(17.3%) were unemployed.

On the attitude section, eleven attitude statements about the importance of education and 90% of the Hmong parents responded positively on the first ten attitude statements. The eleven attitude statements

were follow.

Item 2 (A strong K-12 background is needed for college success, X=4.98), item 3(I want my children to finish high school and go on to college, X=4.98), item 5(A good income comes from having a higher level of education, X= 4.98). Item 6(A good future comes from working hard in school, X=4.98), item 1(Education is important to succeed in the U.S., X=4.97), item 4(A good education is required to obtain a job that pays well, X= 4.95), item 7(Children that don't have much education will have a difficult life,X=4.91). Item 9(I believe teachers will teach my children skills to help them get a job, X= 4.59), item 10(I believe my children are learning the academics skills that taught in class, X=4.53), item 8(I believe teachers have treaded my children fairly, X=4.48). Ninety percents of the Hmong parents responded positive on these ten statements.

For the item 11th statement "My children are learning values that I do not approve of in school, X=2.65), Hmong parents responded negatively on that statement because they were concerned about some values

that they did not approve for children to learn in school.

On the participation section, 60% of Hmong parents responded positive on the seven statements that they were involved the most in their children's learning activities. Item 11(My children's teachers make me feel comfortable at school, $X=3.29$), item 10(I feel comfortable talking to my children's teachers, $X=3.24$), and item 2(I participate in school meetings regarding my children, $X=3.15$). Items 6(My children appreciate it when I show interest in their schoolwork, $X=3.06$), and item 7(My children appreciate it when I participate in school meetings, $X= 3.06$).

The activities that Hmong parents participated the least in children's learning were: item 3(I discuss with my children about their school work and problems, $X=2.98$), item 9(I have transportation to attend school meetings, $X= 2.96$). Item 8(I need a translator to participate in school meetings, $X=2.44$), item 1(I help my children with their homework, $X=2.25$), item 5(I regularly visit my children's School, $X=1.99$), and item 4(I call and talk to my children's teachers about how he/she is doing in school, $X=1.89$).

Sixty percents of the Hmong parents responded that

they participated in children's learning, school meetings, and children appreciated their participations; 40% of the Hmong parents responded that they had some barriers and they were not able to involve with their children's learning activities.

Based on gender, a T-test was used to compute the differences on parents' attitudes and participation toward children's education. The study showed that on item 7(Children that don't have much education will have a difficult life), males $X= 5.00$ versus females($X=4.89$). Item 9(I believe teachers will teach my children skills to help them get a job), males $X=4.74$ versus females $X=4.51$. Item 10(I believe my children are learning the academics skills taught in class), males $X= 4.79$ versus females $X= 4.42$. These three items indicated that Hmong fathers had more positive attitude toward children education than Hmong mothers.

On the gender affect toward parents' participation section, item 3(I discuss with my children about their schoolwork and problem), males $X= 2.74$ and females $X= 3.16$. Item 4(I call and talk to my children's teachers

about how he/she is doing in school), males $X=2.15$ and females $X=1.76$. On item 5(I regularly visit my children's school), males $X=2.26$ and females $X=1.84$. Item 6(My children appreciate it when I show interest in their schoolwork), males $X=2.61$ and females $X=3.31$. On item 9(I have transportation to attend school meetings), males $X=2.68$ and females $X=3.09$. The finding revealed that mothers were high on the statements of "I discuss with my children about their schoolwork and problem," "My children appreciate it when I show interest in their schoolwork," and the statement "I have transportation to attend school meetings."

For the men, they were high on the participation statements "I call and talk to my children's teachers about how he/she is doing in school," and "I regularly visit my children's school."

On parents' attitudes and participation toward children's education based their level of education, a T-test was used to determined the significant difference.

On the parents' attitude section, the respondents who had none-elementary education responded on item 7(Children that don't have much education will have a difficult life, $X=5.00$), versus the high school

graduated or higher, $X=4.79$. Item 9 "I believe teachers will teach my children skills to help them get a job," the parents who had no education and an elementary education had $X=4.76$ versus the parents who had high school graduated or higher, $X=4.36$. Item 10(I believe my children are learning the academics skills taught in class) showed that parents who had no education and an elementary education had $X=4.65$ versus parents who were high school graduated or higher, $X=4.36$. Item 11(My children are learning value I don't approve of in school), parents who had no education and elementary education with $X=2.87$ and the high school graduated or higher with $X=2.48$.

The parents who had elementary education or less agreed that education is more important to their children than those Hmong parents who were high school graduates or higher. But the parents who were high school graduates or higher had less concern about the statement "My children are learning values I don't approve of in school."

On parents' participation section that it was based on their level of education, item 1 (I help my children with their homework), the respondents who had elementary education or less with $X=1.72$, and those

were high school graduates or higher, $X=2.97$. Item 2(I participate in school meetings regarding my children), parents who had no education and an elementary education with mean $X=3.46$ and the parents who had high school diploma or higher with mean $X=2.72$. Item 4(I call and talk to my children's teacher about how he/she is doing in school), it was found with the elementary education or less $X=1.57$ and the Hmong parents with $X=2.33$ were high school graduates or more. Item 5(I regularly visit my children's school), parents($X=1.78$) were the participants who had elementary education or less and the parents($X=2.28$) who were the high school graduates or higher. On item 8(I need a translator to participate in school meetings), the difference between the respondents who were elementary education or less($X=3.24$) and the high school graduate and more($X=1.33$). On item 9(I have transportation to participate in school meetings), the significant difference was found that those who had elementary education or lower had $X=2.72$ and those who had high school diploma or up had $X=3.28$.

The respondents who had elementary education or less were high on the participation statement, item 2(I participation in school meetings regarding my

children)." But they were low on the statements, item 1(I help my children with homework," item 4(I call and talk to my children's teachers about how he/she is doing school," item 5(I regularly visit my children's school," item 8(I need a translator to participate in school meetings," and item 9(I have transportation to participate in school meetings."

The participants who were high school graduates or higher, had less barriers and they were able to help their children more than the illiterate parents.

Would employment status affect parents' attitudes and participation toward children education? ANOVA and Student Newman Keuls tests were used to test the differences between the unemployed and employed status. There were no significances differences on parent attitudes. However, there were four significant difference on parent participation.

On participation item 1 "I help my children with their homework," a Student-Newman-Keuls test was used and a significant difference was found that the unemployed parents($X=1.63$, $N=16$) and both the employed part-time($X=2.21$, $N=19$) and full-time parents($X=2.42$, $N=57$). Those parents employed part-time and full-time helped their children more frequently with homework

than the parents who were not employed.

A significant difference was found on participation item 4 "I call and talk to my children's teachers about how he/she is doing in school." Using the Student Newman-Keuls test to determine the difference between parents who were not employed ($X=1.44$, $N=16$), and those parents who were employed full-time ($X=2.11$, $N=57$). The parents who were employed full-time called and talked with their children's teachers more than those parents who were not employed.

On participation item 5 "I regularly visit my children's school," a significant difference was not found, the Student-Newman-Keuls test did not locate the difference.

On participation item 9 "I have transportation to attend school meetings," a Student-Neuman-Keuls test was used, the unemployed ($X=2.5$, $N=16$) and both the employed part-time ($X=3.00$, $N=57$) and full-time parents ($X=3.21$, $N=19$). More of the parents employed part-time and full-time had easier access to transportation to attend school meetings than those who were not employed.

To determine whether the years of residency in the United States affect Hmong parents' attitudes and

participation, an ANOVA and a Student-Newman-Keuls test was used to indicate the differences of the Hmong parents who lived in the United States. There were two significant differences on parents' attitude toward children's education and six significant differences on parents' participation.

On attitude item 8 "I believe teachers have treated my children fairly," using the Student-Neuman-Keuls tests, the differences was found between the respondents who lived in the United States 4-9 years($X=4.36$, $N=36$), and the 3 years or less ($X=4.74$, $N=19$). The parents who lived in the U.S. 3 years or less had more positive feelings toward how teachers treated their children than those who lived in the U.S for 4 or more years.

There was also a significant differences found on the attitude item 9 "Teachers teach my children skills to ge a job." Using the Student-Neuman-Keuls test, parents who lived in the U.S. 10 years or more($X=4.34$, $N=38$), 4-9 years ($X=4.75$, $N=36$), and 3 years or more ($X=4.79$, $N=19$). The numbers of the parents who lived in the U.S. for 9 years or less had a more positive attitude that teachers were teaching their children skills to get a job than the parents who lived in the U.S. 10 or more years

On the participation section, a significant difference was found on participation item 1 "I help my children with their homework," using the Student-Newman-Keuls test, a significant difference was found between parents who lived in the United states 3 years of less ($X=1.63$, $N=19$), and those parents who lived in the United States under 9 years ($X=1.92$, $N=36$), and those who lived in the United States 10 years and up($X=2.87$, $N=38$). The parents who lived in the United States 10 years or more were able to participate with children's homework more than those parents who lived in the United States less than 9 years.

On participation item 2 "I participate in school meetings regarding my children," using the Student-Newman-Keuls test, a significant difference was found between parents who lived in the United states 10 years or more($X=2.26$, $N=38$), 3 years of less($X=3.21$, $N=19$), and those who lived in the United States 4-9 years($X=3.67$, $N=36$). The parents who lived in the United States 0-9 years participated with school meetings more than those parents who lived in the United States 10 years or more.

On participation item 4 "I call and talk to my children's teachers about how he/she is doing in

school," using the Student-Newman-Keuls test, parents who lived in the United States 3 years or less ($X=1.21$, $N=19$), 4-9 years ($X=2.06$, $N=36$), and parents who lived in the United States 10 years and up ($X=2.08$, $N=38$). The Hmong parents who lived in the United States 4 years and more called and talked to their children's teachers more than the parents who lived in the United States 3 years or less.

The significant difference on participation item 7 "My children appreciate it when I participate in school meetings," participants who lived in the United States 4-9 years ($X=2.89$, $N=36$), 10 years or more ($X=3.03$, $N=38$), and the participants who lived in the United States 3 years or less ($X=3.47$, $N=19$). The means indicated that children of the participants who lived in the United States less than 3 years appreciated it more when parents participated in school meetings. But the children of parents who lived in the U.S. 4 years or more were not as much appreciation toward their parents' participation as children who lived in the United State 3 years or less.

On participation item 8 "I need translator to participate in school meetings," Student-Newman-Keuls test was used, the difference was found between

respondents who lived in the United states 10 years or more ($X=1.5$, $N=36$), 4-9 years($X=2.89$, $N=36$), and those who lived in the United States 3 years and less($X=3.47$, $N=19$). The respondents who lived in the United States 3 years or less stated that they needed a translator to participate in shool meetings more than the respondents who lived in the United States 4-9 years, and the respondents who lived in the United States 4-9 years also stated that they need a translator to participate in school meetings more that those parents who lived in the United States 10 years or more. The longer Hmong parents lived in the United States the more proficient English skills they had and they would not need a translator for school meetings.

A difference was found on participation item 9 "I have a transportation to attend school meetings." Parents who lived in the United states 3 years or less($X=2.89$, $N=19$), 4-9 years($X=2.67$, $N=36$), 10 years or more($X=3.26$, $N=38$). By using the Student-Newman-Keuls test, a significant difference indicated that parents who lived in the United States 10 years or more had less problem of getting transportation to

participate with school meetings than those parents who lived in the United States 9 years or less.

The Hmong parents who lived in the U.S. 10 years or more participated in school meetings less, but they were able to help their children with homework more and their children appreciated their participation less. For the parents who lived in the United States 9 years and less, they participated with school meetings more and their children appreciated their involvements. But they lacked of transportation to participate in school meetings, did not have the languages skills to communicate with childrens' teachers during meetings, and lacked of English skills to help children with homework, and etc.

Conclusions

According to the finding of this study, gender did not affect parents' attitudes and participation toward

children's education. The main affect on parents' attitudes and participations were:

01. The years of residency that they lived in

the U.S.

02. The barriers of English skills and language to help children with homework and to communicate with children's teachers.
03. Being employed helped Hmong parents to understand the real world of making a living so they know how to help their children succeed with homework.

Implications

There were some implications found in this survey study. The Hmong parents who did not read and write English participate with children's homework but they lacked the English skills. These parents wanted to participate with school meetings or to visit children's school but they did not have the transportation. Hmong parents expressed big concern on these areas. School personnel needs to take action in providing services to meet Hmong parents' needs so they can commute to school

meetings, visit school once a while, and to provide some educational skills for them to help their children with school work.

Research Recommendations

The finding of this study is available to do further research. These include:

01. Conduct a research on Hmong parents who had children attended K-8th, to determine what prevents them from participating in school meetings.
02. Conduct a research to the K-8th schools that Hmong children attend to see if they are willing/able to provide the identified services that Hmong parents need.
03. After the identified services are provided, conduct a research study to follow up whether the services benefit the Hmong parents and children.

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APPENDIX A

RESEARCH QUESTIONNAIRES

These questionnaires are part of the study designed to explore the Hmong parents' perception toward education for children. Your answers to these questions would be a great help. Please answer each question as you can.

Section I: General Informations

Check the answer that best describe you.

01. Your Age: 25-30 46-50
31-35 51-55
36-40 56-60
41-45 61 and up
02. How many years have you lived in the U.S.?
Less than 1 year
1-3 years 10-12 years
4-6 years 13-15 years
7-9 years 16 and up
03. What is your gender? Male Female
04. What is your marital Status: Single
Married
Divorced/Widowed
05. What is your highest level of education:
No education
Elementary Some college
High School graduate Four year college degree
Vocational college degree Master degree
06. How many of your children are in school?
1-2 child(s) 3-4 children 5-6 children 7 and up
07. What is your current status? Student Homemaker
Employed
08. If you are employed, what is your job status?
Part-time
Full-time

Section II: Attitude toward Children's Education

Direction: Please respond to the following statements indicating your opinion by circling a number from 1 to 5.

- 1=**SD**= Strongly Disagree 4=**A**=Agree
2=**D**=Disagree 5=**SA**=Strongly Agree
3=**U**=Undecided

Importance of Children Education

	SD	D	U	A	SA
01. Education is important to succeed in the U.S.	1	2	3	4	5
02. A strong K-12 background is needed for college success.	1	2	3	4	5
03. I want my children to finish high school and go on to college.	1	2	3	4	5
04. A good education is required to obtain a job that pays well.	1	2	3	4	5
05. A good income comes from having a higher level of education.	1	2	3	4	5
06. A good future comes from working hard in school.	1	2	3	4	5
07. Children that don't have much education will have a difficult life.	1	2	3	4	5

Parents' Concern about Children's Learning

08. I believe teachers have treated my children fairly.	1	2	3	4	5
09. I believe teachers will teach my children skills to help them get a job.	1	2	3	4	5
10. I believe my children are learning the academics skills taught in class.	1	2	3	4	5
11. My children are learning values that I do not approve of in school.	1	2	3	4	5

Section III: Parents' Participation

Direction: Please respond to the following questions that best describe you and your children opinion by circling a number from 1 to 4.

1=**N**=Never 3=**F**=Frequently

	N	S	F	AA
2= S =Sometime 4= AA =Almost Always				
01. I help my children with their home work.	1	2	3	4
02. I participate in school meetings regarding my children.	1	2	3	4
03. I discuss with my children about their school work and problems.	1	2	3	4
04. I call and talk to my children's teachers about how he/she is doing in school.	1	2	3	4
05. I regularly visit my children school.	1	2	3	4
06. My children appreciate it when I show interest in their school work.	1	2	3	4
07. My children appreciate it when I participated in school meetings.	1	2	3	4
08. I need a translator to participate in school meetings.	1	2	3	4
09. I have transportation to attend school meetings.	1	2	3	4
10. I feel comfortable talking to my children's teachers.	1	2	3	4
11. My children's teachers make me feel comfortable at school.	1	2	3	4

**RESEARCH QUESTIONNAIRES
(Hmong Version)**

Cov lugnug nuav yog sau lug ntsuag saib pejxeem xaampum kev kawmtxuj tseemceeb npaumtwg rau tej tubki. Thov koj siv sijhawm lug teb cov lug nuav rau peb cojmoog tsimkhu txuj kev cobqha tubki moog ntxiv. Xaav kuas koj(namtxiv/parent) teb hab xaa rov tuaj rau peb le December

7, 1999. Ua tsaug.

Section I: Geographic Informations

01. Koj Noobnyoog tsawg xyoo : __15-20 __36-40
 __21-25 __41-45
 __26-30 __46-50
 __31-35 __51 xyoo rov sau

02. Koj nyob U.S. tau tsawg xyoo?

__Tsawg tshaaj 1 xyoo __10-12 xyoo
__1-3 xyoo __13-15 xyoo
__4-6 xyoo __16 xyoo rov
__7-9 xyoo

03. Koj yog quas: __yawg __pooj

04. Txwj nkawm: __Hluas Xwb __Tseem sibyuav __Sibcais
 __Nraujlawm __Ntsuag nkawm

05. Koj kev kawm txuj:

__Tsi Kawm __Kawm College
__Grade 1-8 __Taag College
__Grade 9-12 __Taag Master
__Grade 13-14/Vocational

06. Koj muaj tsawg tug tubki kawm ntawv nyob Kindergarten-8th?

__1-2 tug __3-4 tug __5-6 tug __7 tug rov

07. Koj tseem: __kawm ntawv __Nyob tsev __Ua haujlwm

08. Yog koj ua num: __Part-time __Full-time

Section II: Attitude toward children's education

Xaav thov koj xuas cwj(pen) lug kes ua vuj(circle) rau tug number luj koj lub ntsab lug.

1=TPH=Tsi pum/pom zoo hlo 4=PZ=Pum/pom zoo
2=TPZ=Tsi pum/pom zoo 5=PZH=Pum/pom zoo Heev

3=TP=Tsi Paub

Important of Education

	TPH	TPZ	TP	PZ	PZH
01. Kev kawm ntawv tseemceeb heev nyob rau U.S.	1	2	3	4	5
02. Kawm tau zoo ua rau yug kawm tau nyob college.	1	2	3	4	5
03. Xaav kuas tubki kawm taag high school hab kawm moog rau college.	1	2	3	4	5
04. Kawm ntawv sab ua rau tubki tau tej haujlwm them nyaj zoo.	1	2	3	4	5
05. Kev txawjntse ua rau tubki khwv tau nyaj zoo.	1	2	3	4	5
06. Lubneej zoo yog yug rau sab kawm ntawv.	1	2	3	4	5
07. Tej tubki tsi mobsab kawm ntawv ntsib neej txomnyem.	1	2	3	4	5

Parents' Concern about Children's Learning

08. Kuv ntseeg tas teachers yeej ua zoo rau kev tej tubki.	1	2	3	4	5
09. Kuv ntseeg tas teachers yeej qha txuj rau tej tubki kuas nrao rau num.	1	2	3	4	5
10. Kuv ntseeg tas tej tubki yeej kawm tej txuj nyob rau tsev kawmntawv.	1	2	3	4	5
11. Tej tubki pheej kawm tej yaamntxwv kuv tsi nyam nyob tom tsev kawmntawv.	1	2	3	4	5

Section III: Parents' Participation

Siv cwj kes lub ib lub tsiblug ntawm 1-4 kws koj xaavtas paab tau peb totau txug koj hab tubki kev sib paab.

1=TT=Tsi Tau

3=FN=Feem Ntau

2=TZ=Tej Zag

4=IT=Ib Txwm

01. Kuv paab tubki ua homework.	TT	TZ	FN	IT
02. Kuv yeej saablaaj nrug tsev kawmntawv txhug tubki.	TT	TZ	FN	IT
03. Kuv ibtxwm thaam nrug tubki ntsigtxug dlejnum nyob tom tsev kawmntawv.	TT	TZ	FN	IT
04. Kuv ibtxwm hu moog noog tsev kawmntawv saib tubki kawmntawv zoo le caag.	TT	TZ	FN	IT
05. Kuv yeej moog ntsib tsev kawmntawv tsitseg.	TT	TZ	FN	IT
06. Kuv tej tubki txaus sab vim kuv kubsab rau puab tej homework.	TT	TZ	FN	IT
07. Kuv cov tubki zoosab heev yog kuv moog saablaaj tom tsev kawmntawv.	TT	TZ	FN	IT
08. I xaav tau tug txhaislug lub sijhawm saablaaj tom tsev kawmntawv.	TT	TZ	FN	IT
09. Kuv muaj tsheb caij moog saablaaj.	TT	TZ	FN	IT
10. Kuv thaam tau nrug tej tubki le teachers.	TT	TZ	FN	IT
11. Kuv cov tubki tej teachers ua rau kuv xaav nrug puab thaam.	TT	TZ	FN	IT

APPENDIX B

February 10, 2000

Dear Parents/Guardian,

My name is Dang Thao. I am a graduate student at the

University of Wisconsin-Stout, majoring in Home
Economic with a concentration in Child/Family Services
and Clothing/Textile Design.

I am conducting a research project for my graduate
theses. The purpose of this project is to determine
Hmong parents' perception toward children's education.

I am asking you to participate with this survey study.
It will take about 24-30 minutes of your time to
respond to these survey questionnaires. Responses to
the survey will not present any medical or social risk
to you. Please feel free to call me or Dr. Karen
Zimmerman if you have any questions regarding this
survey questions.

Thank you for your help,

Sincerely,

Dang Thao
612-824-4516

I understand that by signing this form, I am agreed to
participate in the parent perception toward children
education survey.

Name

Date

February 10, 2000

Nam/Txiv,

Kuv hu ua Ntaaj Thoj, kawm ntawv tom University Wisconsin-Stout. Qhov major kuv kawm nyob rau huv Home Economic yog Child/Family Services hab Clothing/Textile Design.

Kuv raug sau Theses rau Child/Family Services. Yog le ntawd kuv txha thov mej suavdlawg paab teb cov lug nug nuav. Nwg yuav siv le 25-30 feem thaus lug teb cov lug nuav.

Cov lug nuav tsuas yog siv paab rau phau Theses xwb. Yog koj muaj lug nug ntxiv, hu thau rau kuv hab Dr. Karen Zimmerman. Wb yuav teb koj teb rau koj.

Ua tsaug rau koj paab teb cov lug nuav,

Npe

Tim

Kuv totaub tas suam npe rau huv dlaim ntawv nuav yog kuv pumzoo lug paab teb cov lug nug nuav.

Npe

Tim

x