Role Conflict, Stress, and the Effects of Interaction on Coping for Second Generation Hmong Americans

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Objectives

The experience of Second Generation Hmong American students is similar to many immigrant groups in history, but is also unique given their particular history and culture. As Hmong Americans, they face conflicting role expectations from aligning with a Hmong mainstream and American culture. Role conflict is well established as coming from such social positions, and will be distracting to the extent that people consider the conflicting roles salient to their core identity (Stets and Burke, 2000). The purpose of this research was to investigate how Hmong Americans face role conflict and the amount of stress exerted from these role conflicts. In addition, the research looked for coping mechanisms used in order to deal with the stress of role conflicts. Specifically, we looked at how online social networking might be used as a form of coping with role conflict induced stress.

Research Questions

• How do Hmong Americans experience role conflict before arriving at the UWEC?
• Does higher identity salience as a Hmong American reduce the amount of role conflict and stress among Hmong American students?
• How do male and female Hmong Americans differ in terms of role conflict and stress from role conflict?
• Does less support from family and friends in terms of role conflicts lead to increased stress?
• What is the role of Hmong communities in a certain area affect the amount of role stress on Hmong American students?
• Do Hmong Americans use online social networking as a form of coping with role conflict induced stress?

Methods

• Combined structured/open ended face-to-face interviews were conducted during the legislation of the 2012 fall semester, and included 14 participants.
• Students reported basic demographic information and their past and current life experiences.

Participants

• Current UWEC students. 9 Female (F) and 4 Male (M).
• 8 from high (numbers) of Hmong communities (HHC) and 6 from low Hmong Communities (LHC).
• Ages ranged from 18-23. X single (S) and X Married (Z).

Results – Four Major Themes

• THEME 1: Those with highly salient Hmong identities, highly salient American identities, and highly salient Hmong-American identities experience role conflict and stress from that role conflict.

One student explained: “I can also understand myself with students who share a similar background like me. They are people who have been through similar experiences like me. I have the same language like me. I have the same culture like me.”

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• THEME 2: Those who are highly salient of Hmong identities, high salient American identities, and highly salient Hmong-American identities experience role conflict that are very extreme.

In a discussion, one student said: “I am not interested in the Hmong thing. I don’t really care about the Hmong thing. I don’t really want to talk about the Hmong thing. I don’t really want to think about the Hmong thing.”

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• THEME 3: Those who are highly salient of Hmong identities, highly salient American identities, and highly salient Hmong-American identities experience role conflict and stress from that role conflict.

One student explained: “I have the same identity with students who share a similar background like me. They are people who have been through similar experiences like me. I have the same language like me. I have the same culture like me.”

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• THEME 4: Those with highly salient Hmong identities, highly salient American identities, and highly salient Hmong-American identities experience role conflict and stress from that role conflict.

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Discussion and Conclusions

• How does Hmong American experience role conflict before arriving at the UWEC? Do higher identity salience as a Hmong American reduce the amount of role conflict and stress among Hmong American students?

Second generation Hmong Americans report that they experience stress and role conflict induced by cultural differences and mainstream expectations. Hmong American students are influenced by a strong Hmong identity, which is reinforced by family, friends, and cultural practices. They are also influenced by a very American identity, which is reinforced by living in an American society. This creates role conflict between the two identities, which can be distressing to the extent that people consider the conflicting roles salient to their core identity. In addition, physical appearance and personal experiences also influence role conflict among Hmong American students. Hmong Americans are influenced by a very American identity, which is reinforced by living in an American society. This creates role conflict between the two identities, which can be distressing to the extent that people consider the conflicting roles salient to their core identity.

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• How do male and female Hmong Americans differ in terms of role conflict and stress role conflict induced stress?

Gender significantly influenced role conflict and stress in terms of gender role. Although, men and women play a gender role as a reason of experiencing role conflict, they also differ in terms of role conflict and stress role conflict induced stress.

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• What is the role of Hmong communities in a certain area affect the amount of role conflict?

The role of Hmong communities affects the amount of role conflict for Hmong American students. The study shows that the role of Hmong communities affects the amount of role conflict for Hmong American students. The role of Hmong communities affects the amount of role conflict for Hmong American students. The role of Hmong communities affects the amount of role conflict for Hmong American students. The role of Hmong communities affects the amount of role conflict for Hmong American students. The role of Hmong communities affects the amount of role conflict for Hmong American students. The role of Hmong communities affects the amount of role conflict for Hmong American students.

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• Do Hmong Americans use online social networking as a form of coping with role conflict induced stress?

Although online social networking use is common, it is only seen as a significant coping use for males at a younger age. For Hmong American females, online social networking is seen as an insecure place. This reaction to online social networking has a negative impact on how they view other forms of social networking.

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Sources


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