Hmong Students Library Anxiety in Higher Education
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BACKGROUND

Few library literature on Hmong students or Hmong communities in general. Library anxiety term was coined by Constance A. Mellon in 1986. Mellon defined it to describe students' fear of the library with terms like scary, lost, helplessness, and fear of the unknown.

Students at risk of library anxiety:

- Male students
- Students who speak English as a second language
- Students who uses computer indexes and online facilities have a higher risk for library anxiety

METHODS

Three in-depth interviews with Hmong students from Milwaukee institutions. Due to time-constraints, one email was sent out to a participant.

Participants:

- 2 UW-Milwaukee students
- 1 Marquette student
- 1 Milwaukee Area Technical College (MATC) student

FINDINGS

“...I go to the library because I can’t concentrate at home…”

“...I don’t like going to the library, because of paid parking…”

“...I can’t stay up late at the library, because the library hours are not extended during finals…”

Library Anxiety Symptoms:

- Library structure affects library use
- Uses different search platforms (Google, Google Scholar, library website, etc.)
- Female participants mention use of Boolean operators & 2 keyword searching
- Male participants relies on computer indexes and online facilities
- Hmong students prefer virtual references over face-to-face assistance
- Prefers to ask friends or become self-reliant when researching

CONCLUSIONS & RECOMMENDATIONS

- Library anxiety symptoms exist but needs more research to measure library anxiety among Hmong student in high education
- Measure library anxiety with Bostick’s Library Anxiety Scale (LAS)
- Student liaison for Hmong student organizations
- High school collaborations to provide an academic library and college experience
- Integrate library instruction in Hmong-related courses at a college level to develop information literacy skills

REFERENCE

1Her, C. S. (2014). Ready or not: The academic college readiness of Southeast Asian Americans. Multicultural Perspectives, 16(1), 35-42

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