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Exploring Racially Informed Factors and Assessing Their Impacts on the Working Conditions and Burnout among Bicultural Asian Human Service Workers

Isabel Sangeun Lee

Exploring Racially Informed Factors and Assessing Their Impacts on the Working
Conditions and Burnout among Bicultural Asian Human Service Workers

by Isabel Sangeun Lee

2024

Submitted to the Faculty of Bryn Mawr College
in partial fulfillment of the requirements for
the degree of Doctor of Philosophy
in the Department of Social Work and Social Research

Doctoral Committee:

Cindy Sousa, Advisor
Janet Shapiro
Tamarah Moss
Marc Schulz

Abstract

The United States has undergone a significant increase in cultural diversity, with Asians being the fastest-growing immigrant group. Their population has almost doubled from 11.9 million in 2000 to 22.4 million in 2019, marking an 88% increase in less than two decades. Presently, Asians make up 6% of the total U.S. population and are estimated to grow to 46 million by 2060, representing over 10% of the U.S. population. Asians are often considered a model minority due to their higher educational and health status compared to other minority groups. However, they are still perceived as "perpetual foreigners" regardless of their length of stay and generational status in the country. During the pandemic, they became the target of pandemic-related racism that was supported by a political agenda. Amidst unprecedentedly heightened racism and collective trauma in the Asian community, bicultural and bilingual Asian human service workers play a critical role in providing culturally and linguistically aligned health and social services. However, these dedicated workers have not received much attention. Therefore, this research, based on the Asian Critical Race Theory, investigates how the racial positioning and racial realities of Asians in the United States relate to the working conditions of bicultural and bilingual Asian human service workers. This study uses a sequential exploratory mixed-method approach to explore the connection between racially informed factors and the working conditions and burnout of workers in the health and social service fields. The study applies the Job Demands and Job Resources Model to understand this link. The findings of this study support the need to better support a diverse and resilient workforce in the health and social service fields to achieve racial equity for an ever-growing Asian population.

Dedication

To my late two fathers, Shin Woo Lee (1944-1993) and Jong-Gil Kim (1937-2022)

Acknowledgements

First and foremost, I am deeply grateful to my dissertation committee chair, Dr. Cindy Sousa, for her invaluable advice, unwavering support, and patience during my PhD study. Her immense knowledge and vast experience have been a constant source of encouragement throughout my academic research. I also extend my thanks to the other members of my dissertation committee, Dean Janet Shapiro, Dr. Tamarah Moss, and Dr. Marc Schulz, for their invaluable knowledge and assistance. I would like to express my sincere gratitude to all the members of the Graduate School of Social Work and Social Research (GSSWSR) who have helped me become a better learner, researcher, teacher, and person. Finally, I am grateful to my parents, parents-in-law, husband, Han-Kyul, and three children, Daseul, Dahae, and Daham, for their tremendous understanding and encouragement during the past few years. Without their support, it would have been impossible for me to complete my doctoral journey. My appreciation goes to the following people for their support and encouragement:

Dr. Cindy Sousa
Dean Janet Shapiro
Dr. Tamarah Moss
Dr. Marc Schulz
Dean Emeritus Darlyne Bailey
Sue Witherite
Diane Dell'Arciprete
Antoinette C. Harrison
Dr. David Byers
Dr. Sarah Slates
Dr. Sara Bressi
Dr. Tom Vartanian
My GSSWSR doctoral classmates
Dr. Sandra Malard
Dr. Molly Alcott
Yoonjin Lee
Sunja Cha
YoungJoo Lee
Hajin Yang
Dr. Mindy Fullilove
President Kim Cassidy
Dr. Murali Nair
Dr. Terry Mizrahi
Dr. Monica Leisey
Sungho Kim
Hyojin Lee (1972-2022)
Sylvia JongHyung Yoon
Sherry B. Williams
Sunny Chang
Jane Baek

Bailey Carey
Aytekin Oldac
All the extended family members in Korea

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Chapter 1: Introduction and Study Aims

Introduction

Because of immigration, the United States has experienced a considerable increase in cultural diversity, with Asians emerging as the fastest-growing immigrant group. In the span of less than two decades, their population has nearly doubled from 11.9 million in 2000 to 22.4 million in 2019, marking an 88% increase. Asians currently represent 6% of the total U.S. population and are expected to reach 46 million by 2060, which is approximately four times larger than their 2000 numbers. By 2055, they are projected to surpass Hispanics as the largest immigrant group, making up over 10% of the U.S. population, while Hispanics will make up 34% (Pew Research Center, 2015). The majority of the Asian population in the U.S. comprises six dominant subgroups, namely Chinese, Indian, Filipino, Vietnamese, Korean, and Japanese, which make up 85%. Chinese Americans are the largest subgroup, followed by Indian and Filipino Americans. More than 14% of the 10.5 million undocumented immigrants in the United States in 2017 were Asians. Among minority groups, Asians face the highest language barriers, with 35% speaking English "less than very well" after the Hispanic or Latino population (U.S. Census Bureau, 2020). While a third of U.S. Asians speak only English at home, the remaining 66% speak a language other than English. Furthermore, 27% of Asian Americans live in multigenerational households, which is higher than their share among overall Americans (19%).

Asians have been migrating to the United States since the 16th century, primarily as sailors and indentured servants (Aráullo, 2021). At the end of the 19th century, large-scale Asian immigration began, with many settling in Hawaii and the west coast. Initially,

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Chinese workers were employed in gold mines, but they later took on agricultural and factory jobs, with a significant presence in the garment industry. However, as their numbers grew, they faced increasing discrimination from other workers, leading to legislation aimed at limiting Chinese immigration (Office of the Historian, 2017). In the following decades, Asian immigrants faced various restrictions, such as a ban on naturalization, but these were lifted in the 1960s, leading to a resurgence of Asian immigration (Pew Research Center, 2015).

Throughout history, Asians have been perceived as "perpetual foreigners," regardless of their birthplace or length of time in the United States, resulting in discrimination and exclusion (New American Economy, 2021). Over time, the success of certain Asian subgroups in financial and educational achievements led to the "model minority" myth that portrays all Asians as successful in various areas. The model minority myth is an overgeneralization that suggests all Asian Americans achieve success in various areas, such as finance, health, and education (Lee, 2022). However, this is not entirely true. While some subgroups within the Asian community have achieved success in these areas, not all Asians have. It's essential to look closely at the data to understand that the model minority myth does not apply to all Asians. For instance, it is observed that East Asians have a higher rate of educational and financial success compared to South and Southeast Asians (Yoo et al., 2010). However, not all East Asians fit into the stereotype of the "model minority". Economic inequality and wealth disparity exist even within the East Asian community. The distribution of wealth follows a U-shaped curve, where a significant portion of the population lives in poverty while a large group of individuals possess high levels of wealth. East Asians have high levels of education, but

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this doesn't always translate to high income. For example, Korean Americans earn 80

cents to every dollar compared to national averages at each educational level.

Additionally, older East Asian adults have a higher level of Limited English Proficiency

(LEP) compared to their overall Asian peers. Despite these disparities, the "model

minority" misconception can impact all Asian subgroups and can lead to systemic racism

and discrimination, especially during the COVID-19 pandemic.

 Amidst the COVID-19 pandemic, there has been an increase in racism toward

Asian Americans, which has had negative effects on their physical and mental health. Lee

and colleagues shared that Asians became the target of random physical attacks and

witnessed depression among diverse age groups. (Lee et al., 2023). Despite this, the long-

term consequences of racism against Asians have been overlooked. According to the Pew

Research Center (2020), almost 40% of Asian individuals have reported an uptick in

racism towards Asians since the pandemic began. According to a recent survey by the

University of Southern California's Center for Economic and Social Research, Asians and

Asian immigrants experience higher rates of mental disorders (78% and 68%,

respectively) compared to Whites (32%) (Wu et al., 2021). It is important to note that

there is a cultural stigma among Asians regarding seeking help for mental health issues.

Research shows that one in six Asian Americans are likely to be diagnosed with a

psychiatric disorder during their lifetime, yet they are six times less likely to seek help for

mental health concerns than their White counterparts. Furthermore, only 8.6% of Asian

Americans sought any mental health services, compared to 17.9% of the general

population. Multiple reports indicate that Asians have the lowest rates of mental health

treatment compared to other diverse populations (Lee, 2020; Shahid et al., 2021; Wu et al., 2021).

Prior to the pandemic, there was a significant lack of competent bilingual professionals available to assist Asian Americans with their mental health needs, resulting in lower utilization of mental health services and social security benefits (Lee, 2022; Lee et al., 2023). However, bilingual human service workers within Asian communities, particularly those with limited English proficiency, have been instrumental in providing necessary health and social services (Weng, 2014). Bilingual professionals have acknowledged that Asian communities have limited access to necessary health and social services and other benefits due to cultural and language barriers (Weng, 2014; Lee 2020; Lee, 2022). To provide culturally and linguistically appropriate services, employing bicultural and bilingual workers, particularly in the clinical field, is considered the best approach (Lee et al., 2010; Drolet et al., 2014; Garcia et al., 2017). However, there is a reported shortage of Asian human service workers who can adequately meet the needs of Asian American community members, and they tend to have higher burnout as helping professionals in general (Weng, 2014; Bakker & Demerouti, 2014).

Human services are somewhat broadly defined, as it approaches the objective of meeting human needs through an interdisciplinary knowledge base, concentrating on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations in a unique way. For this reason, human service workers are regarded as those who promote improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among diverse professionals

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and agencies in service delivery. In this sense, the main purpose of human service workers is to assist individuals and communities to function as effectively as possible in the major domains of living in order to meet their basic needs. (National Organization for Human Services, 2022). Human services include many subsets; social services are one of these domains and it is expected that their demands are only to increase by 13% between 2018 and 2028, much faster than the projected national average for all jobs (5%) according to the U.S. Bureau of Labor Statistics (BLS) forecasts (Maryville University, 2022).

At the same time, it is found that those who provide general human services such as social workers and nurses have a burnout rate of 39 percent, with a lifetime burnout rate of 75 percent (Siebert, 2005). Galanis and colleagues (2021) found that nurses experience higher burnout as a helping profession, and their burnout has increased to 37 percent facing the pandemic. Other studies of human service workers inform that these workers' burnout is directly linked to their job characteristics. As human service workers working with emotionally demanding individuals experience severe stress, with their high ideals as "helping" professionals, the burnout among these workers is somewhat inevitable (Tartakovsky, 2022).

According to research by Bakker and Demerouti (2014), job demands and job resources are two factors that can affect worker burnout. Job demands refer to physical, psychological, social, or organizational aspects of a job that require sustained effort and are associated with physiological and/or psychological costs. Examples are a high level of work pressure and having interactions with emotionally demanding clients or customers. Job resources encompass physical, psychological, social, and organizational

factors that facilitate work objectives and reduce associated costs while promoting

growth and development. Examples of job resources are autonomy, skill variety,

performance feedback, and opportunities for growth (Demerouti et al., 2001; Bakker &

Demerouti, 2014). This pattern has been confirmed by other studies, such as Tartakovsky

(2022) and Reyes (2018). Bakker and Demerouti conducted studies on the relationship

between job demands, job resources, and how they affect worker burnout (2014). These

studies, known as the Job Demands and Resources Model (JD-R Model), have been

applied to various helping professions such as nursing, clinical professionals, counseling,

social work, and other human services paraprofessionals. The JD-R Model has also been

adopted by interdisciplinary researchers studying diverse professionals, including

teachers, manual workers, and bank employees worldwide (Kwon & Kim, 2020).

Numerous studies have shown that Black clinicians and other racially and

ethnically minority groups in the field of human services experience higher rates of

burnout (Bakker and Demerouti (2014), Tartakovsky (2022), and Reyes (2018)).

However, there is a lack of research on burnout among other marginalized populations,

including Asian human service workers. Many studies that examine diverse racial and

ethnic backgrounds do not include Asian populations in their samples. Additionally, few

studies focus solely on Asian workers, particularly in the human services field. This

shortage of research on Asian workers is also observed in other professional areas (Fila et

al., 2022). For instance, in his 2018 research, Kwong examined the working conditions,

cultural traits, and job stress faced by Asian American social workers. He also explored

the relationship between these factors and burnout of Asian American social workers, and

other factors that affect the quality of life. This study is one of the few directly linking

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Asian human service workers to their working conditions and burnout while considering cultural characteristics. The study also suggests that there is a lack of research focusing on these populations.

In the United States, the Asian population is growing and there is a lack of culturally appropriate services in the human service industry. This makes it crucial to support and retain Asian human service workers, especially during the pandemic and the rise of COVID-19-related racism. However, there is limited research on the working conditions and burnout experienced by this group. This shows the need for further investigation. To address this gap, this research studies bicultural and bilingual Asian human service workers and their burnout. The research explores how their racial positioning (e.g., model minority and perpetual foreigners) and racial experiences (e.g., subgroup belongingness and intersectionality) impact their working conditions and the support they receive while working with clients.

To operationalize this study, the research uses the Asian Critical Race theory as a meta-theory and the JD-R model as a mid-level theory for operationalization. Asian Critical Race theory centers on Asian Americans' race, racial positioning, and racial discrimination in the racially hierarchical society of the United States (Chang, 1994; Museus & Iftikar, 2013). The Job Demands and Resources (JD-R) model is the most frequently utilized model in understanding diverse professionals' working conditions and burnout because of its flexibility in adopting different working conditions per the characteristics of studied professions (Bakker & Demerouti, 2014; Wu et al., 2019).

Study Aims

The specific aims of this study are to explore the understanding of bicultural and bilingual Asian human service workers and their burnout by focusing on how their job-related factors are related to these workers' racial positioning and racial realities in the United States. Thus, the primary research question is to understand bicultural and bilingual Asian human service workers' racial positioning and racial realities. The following question is how their racial positioning and racial realities are related to the working conditions and social support of bicultural and bilingual Asian human service workers. The last question is how racially informed working conditions and social support among these workers are related to their burnout. In doing so, the study can help guide the promotion and retention of bicultural and bilingual Asian human service workers in the fields to better support Asian populations in the United States.

Relevance for Social Work

The implications of the study have the potential to be transformative in promoting a bicultural and bilingual workforce in the United States, which is one of the most diverse countries in the world. As the population grows and racially motivated crimes against Asians increase, the demand for bicultural and bilingual human service workers is also increasing. The shortage of Asian workers is apparent at the community and national levels, as confirmed by agencies (Engstrom et al., 2009). Therefore, it is crucial to study Asian human service workers and the demographic disparity.

Second, this research uses Asian critical race theory (Asian CRT) as a theoretical framework to explore the racial experiences of Asian human service workers. Asian CRT focuses on race, racism, racial oppression, racial discrimination, and the racial experiences of Asian Americans, which help to address gaps in existing studies.

Considering the racial positioning and realities of Asian workers when looking at their job demands and resources is crucial, especially during the pandemic. Multiple reports suggest that bicultural workers have been burdened with increased workloads and have often carried more work than their monolingual counterparts (Engstrom et al., 2009; Lee, 2022). Since the start of the COVID-19 pandemic, the Asian population has experienced an unprecedented level of COVID-19-related racism because the first case of unknown pneumonia was reported from China in 2019. Before it was officially named the COVID-19 pandemic by the World Health Organization in 2020, the virus was called by many different names; these names could be easily matched with Asian nationalities (Lee, 2022). Previous studies on immigrant populations have often utilized the Acculturation and Acculturative Stress theoretical framework. However, it is now more relevant to focus on the racial positioning and realities of Asian Americans in the United States. This is particularly important due to the prevalence of the "model minority" and "perpetual foreigner" perception within Asian Critical Race Theory. By considering the racial positioning and racial realities of Asian workers, this innovative approach provides a unique understanding of burnout that has not been explored in previous studies.

Lastly, most research on burnout has been conducted either as stand-alone quantitative studies or explanatory sequential study design as mixed-method studies (quantitative study as the first phase and qualitative study as the second phase), using the JD-R model based on the formation Bakker and Demerouti (2014) created in the late 20th century (Kim & Stoner, 2008; Van Bogaert et al., 2017). As two major characteristics of jobs are divided into job demands and job resources, researchers often measure the constructs of each element and find the causal relationship between these two factors and

burnout and/or other factors directly related to their quality of life. This research uses an exploratory sequential mixed method design (qualitative study first and quantitative study next based on the findings from the qualitative study) in order to sharpen our understanding of racially and culturally informed working conditions and social support. The one-on-one interview using the purposive sampling of bicultural and bilingual Asian human service workers is used for the qualitative study design, and then cross-sectional survey among larger pool of these workers is used for the next quantitative research phase. This two-phase approach is known to be particularly useful in developing a new instrument and revising existing instruments and treatment protocols and developing and testing a theory. (Creswell & Clark, 2017). For this reason, this research is unique in its research methods, as this approach is not commonly used by other researchers, who often fail to consider racially and culturally informed constructs specific to Asian populations.

In conclusion, this research contributes to social work in two critical areas. Firstly, it brings attention to an overlooked population - bicultural and bilingual Asian human service workers. Secondly, it utilizes a new theoretical framework called Asian CRT, making unique research approaches. In addition, the study adopts an exploratory mixed-method study design based on the JD-R model, which is a new approach. Furthermore, the study promotes racial and health equity by promoting and retaining a bicultural and bilingual workforce in the field, which is crucial to achieving social justice.

Policy Implications

This research has significant policy implications for managers, administrators, human service advocates, and policymakers in the human services sector. To better manage their diverse workforce, administrators in the human services sectors can take a

holistic approach, and it involves designing creative solutions for managing workload pressure, emotional exhaustion, and job frustrations. It is important to advocate for policy changes and legislative actions that establish manageable workloads for human service workers. This can help reduce job burnout and retain workers, especially those in non-traditional working environments, as emphasized by Thomas and colleagues (2014).

Amidst the COVID-19 pandemic, it has become evident that human service workers from marginalized racial and ethnic groups have been subjected to emotional, physical, and mental strain while helping their communities (Lee, 2020; Lee, 2022). As a response, various organizations have taken steps to address racial issues by initiating conversations and introducing educational sessions. By adopting a Diversity, Equity, and Inclusion (DEI) policy, organizations can demonstrate a commitment towards increasing awareness of systemic racial inequities and promoting a more inclusive work environment that supports bicultural and bilingual human service workers.

Additionally, promoting these workers allows us to identify which language access services are in demand in health and social service fields. This information can be used to develop appropriate language resources and services for limited English proficiency (LEP) populations. These priorities are emphasized by the Office of Minority Health (OMH) at the U.S. Department of Health and Human Services (HHS) as a result of the COVID-19 pandemic (2021). By focusing on these priorities, we can prepare for the ever-increasing diversity of the U.S. population and the growth in cultural and linguistic competency fields. We must also adapt to new national policies and legislation, such as the Affordable Care Act (ACA) and the American Rescue Plan Act (ARPA) of

2021, which are crucial to the nation's public health and the well-being of all populations (Office of Minority Health, 2021).

Chapter 2: Literature Review and Conceptual Model

Bicultural and Bilingual Asian Workers in the United States

For the last thirty years, the Office of Minority Health (OMH) at the U.S. Department of Health and Human Services (HHS) in the United States has acknowledged the significance of offering culturally and linguistically appropriate services (CLAS) to the minority population at a federal level, according to Barksdale et al. (2017). Over the last thirty years, it has been promoting the implementation of comprehensive cultural and linguistic appropriate services (CLAS) in healthcare and social services. This was done prior to developing CLAS guidance modules and assessment tools, as mentioned in studies by Barksdale et al. (2017) and Lee (2021). Even under these circumstances considering the limited English proficiency (LEP) population and their service provision, the Asian population, especially those with LEP, have been relying on receiving services from bicultural and bilingual workers and volunteers in their community Human Service Organizations (HSOs).

The workers recognize that Asians face challenges in accessing necessary health and social services and other benefits because of cultural and linguistic barriers. This barrier directly affects their ability to use these services effectively, as noted by Weng (2014) and Lee (2020). As an example, older Asian adults with LEP tend to receive lower Social Security benefits compared to their peers. Furthermore, poverty rates among older Asian adults are nearly double that of their White counterparts. Additionally, the Asian population has been shown to have the lowest utilization of mental health services compared to their peers at the local, state, and national levels (Lee, 2020). In the future, there will be a greater need for bicultural and bilingual Asian human service workers who

can provide culturally and linguistically appropriate services. Retaining and promoting

workers from Asian populations in the United States is a difficult task, especially given

the increasing demand for their services (Lee, 2020). The COVID-19 pandemic has

shown the need for bicultural and bilingual community workers to assist in combating

racially motivated crimes and assaults against Asians in affected communities. However,

there is a lack of research on the characteristics of such workers, despite the urgency of

the situation. It is important to note that burnout rates among human service workers tend

to be higher than in other professions.

Burnout

Burnout can cause mental or physical fatigue, weakness, and exhaustion. These

symptoms often occur after prolonged exposure to job stress and may include muscular

aches and pains, dizziness, tension headaches, sleep disturbances, inability to relax,

irritability, and dyspepsia. The term "burnout" was coined in the 1970s by Herbert

Freudenberger and has since been defined by Maslach and colleagues as having three

qualitative dimensions. Burnout is a common issue that can affect any professional, but it

is particularly prevalent and severe among human service workers who work in health

and social services. These individuals face emotional demands and high stress as they

strive to live up to their noble ideals of helping others, as noted by De Hert (2020) and

Tartakovsky (2022). Currently, there is no singular definition of "burnout" that is widely

agreed upon, and various experts have developed their own methods for measuring it (De

Hert, 2020). While there have been some revisions to Freudenberger's original 12-stage

model, the most commonly used tool for measuring burnout is the Maslach Burnout

Inventory (MBI), which was created based on Maslach and Jackson's ideas from the 1980s (Fontes, 2020).

The MBI is made up of three parts: emotional exhaustion, depersonalization or cynicism, and diminished personal accomplishment. Emotional exhaustion occurs when someone feels drained of both emotional and physical energy. Depersonalization or cynicism is when someone responds negatively or with excessive detachment to different parts of their job. Diminished personal accomplishment is when someone feels incompetent, as if they haven't achieved anything at work. This definition comes from a study by Kim and Stoner in 2008.

When employees suffer from burnout, they tend to take more time off from work and are more likely to quit. This behavior can have a negative impact on the morale of the remaining workers and can also affect the trust that clients have in the organization. (Kim & Stoner, 2008). Considering the implications of burnout and its impacts on other workers and human service organizations, previous studies like Bakker and Demerouti (2014) identify overload and job stressors as antecedents of burnout. According to Lee and Ashforth's (1996) study, job demands such as a heavier workload and stress related to role expectations (such as conflicting duties, unclear expectations, and overwhelming responsibilities) have a greater impact on burnout compared to job resources like autonomy and social support.

Asian Human Service Workers and Burnout

There is a lack of research on bicultural and bilingual Asian human service workers. Limited information is available regarding burnout rates among Asian human service workers. However, there is strong evidence to suggest that these workers are at a

higher risk of experiencing stress and burnout due to the nature of their work. This is because they constantly assist those in need (Lloyd et al., 2002; Lizano, 2021). Despite this, few statistics are available regarding burnout rates among human service workers. According to Lizano (2021), service workers are among the six professions that face the lowest levels of physical health, psychological well-being, and job satisfaction in the workplace, out of a total of 26 professions. In this context, it is not difficult to assume that Asian human service workers are more prone to experience job stress and burnout, as they are reported to carry additional workload as they work with immigrant populations who need an understanding of US culture and health and social systems in their native language (Engstrom & Min, 2004; Engstrom et al., 2009; Lee, 2020).

Kwong's study on Asian social workers (2018) is very critical in terms of understanding the effects of cultural beliefs and cultural values, and work-related stressors on burnout among Asian human service workers, as his study focuses on Asian human service workers. Kwong understands that there is a paucity of existing studies that explore various factors, such as personal, cultural, or other factors that may associate with specific career experiences and work-related stress among Asian Americans. His findings include that perceived stress and work-related stressors are significantly related to compassion satisfaction, secondary trauma, and burnout among Asian workers. This study is aligned with the findings from other studies on human service workers and their burnout. Thus, in order to capture their cultural background as racial and ethnic minority groups of human service workers, Kwong's study included 'ethnicity, immigration status, and parents' immigration statuses to understand their racial dynamics. In the meantime, Liu (2014) studied bicultural Chinese social workers who experience higher job demands,

as they have higher cultural competence when working with Chinese clients. While studies Kwong and Liu are one of very few researchers on Asian American workers, their studies appear to lack other racially informed factors such as racial positioning and racial realities among these workers.

Acculturation of the Asian Immigrant Population

Redfield and colleagues (1936) defined acculturation as the phenomenon that occurs when groups of individuals with different cultures have continuous first-hand contact, which leads to changes in the original cultural patterns of either or both groups. In studying cultural changes arising from direct contact between groups and individuals, it is now common to concentrate solely on such changes. While the changes suggested by Redfield and colleagues may impact both groups involved, the majority of research utilizes this definition to specifically examine the changes experienced by the group and individuals being acculturated to the dominant culture, rather than vice versa (Berry & Sam, 1996; Broesch & Hadley, 2012).

For this reason, acculturation is regarded to include those psychological and social changes that groups and individuals experience when they enter a new and different cultural context. Acculturation is a developmental, multifactorial, and multidimensional process subsequently (Berry & Sam, 1996).

Acculturation is a complex process that affects various areas, such as values, attitudes, relationships, language, and behavior. However, it is difficult to specify exactly which domains are impacted due to these characteristics. Additionally, the changes that occur may manifest differently in group members and individuals, which is known as the "dualistic effect." This effect can alter both the group's culture and the psychology of

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individual members within it, as noted by Berry and Sam in 1996. Based on this notion,

Berry and Sam stress the significance of comprehending the process of cultural change at

both the group and individual levels. They identify three crucial factors for group-level

acculturation, which are voluntariness, mobility, and permanence. Meanwhile, for

individual-level variability in adapting to cultural changes, the most important factors are

the course of adaptation, the level of difficulty experienced throughout the process, and

the actual outcome of the acculturation experience, according to Berry (1998).

In addition to these contextual variations, Rogler (1994) explains that the

experience of adapting to a new culture can be influenced by changes in social networks

and the shift from one economic system to another. Moving to a new country can disrupt

one's connections in their home country and create new ones in the new country, which

can affect how they adapt to their new environment. Additionally, the incorporation into

a new economic system can also impact the adaptation process.

Considering all these historical developments of theoretical framework of

acculturation in interdisciplinary disciplines, Cabassa (2003) introduces a list of general

contextual factors that can be taken into consideration when exploring the process of

acculturation among different groups and individuals. The list encompasses 1) Prior

immigration context (Society of origin factors and Individual factors), 2) Immigration

context, 3) Settlement context (Society of settlement factors and Individual factors). To

fully comprehend the acculturation experience of individuals and groups, it is important

to consider the context in which the process takes place. This is why researchers have

been utilizing contextual factors, such as those outlined by Cabassa (2003), in their

studies on racial-ethnic minorities who come from other countries. Kwong's (2015) study on burnout among Asian human service workers is just one example of this trend.

Immigrants from Asian populations in the United States, like others, encounter a multifaceted process of adjustment that involves not only language but also culture. This ongoing acculturation process can be challenging for immigrants as they strive to adapt to prevailing social norms in their new society while preserving and enhancing their ethnic traits, traditions, and beliefs from their homeland (Norton, 1993). Acculturation requires individuals to navigate multiple perspectives at once. Immigrants and their human service providers operate in two systems - their host country and their native country - which is known as a dual perspective.

Social work education uses this term to facilitate understanding of immigrant groups and incorporate ethnically specific information into human service sectors. The term describes the contrast between the norms and expectations of two different cultural environments (Norton, 1978; Norton, 1993). Facing one's own acculturation process and helping those who undergo the acculturation process as their clients, bicultural and bilingual Asian human service workers' workload assume to be larger than that of their monolingual peers (Norton, 1993; Engstrom & Min, 2004).

In order to promote understanding of bicultural and bilingual Asian human service workers and their burnout, this research focuses on exploring the relationship between Asian workers' racial positioning and racial realities in the United States and examining the relationship between these racial positioning and racial realities, and the workers' working conditions and social support. It also considers considering workers' own acculturation process and challenges, as it has not been approached previously by

any studies. Furthermore, the research examines the effects of these Asian workers'

working conditions and the support on their burnout. Thus, the study aims to address two

primary research questions. Firstly, it seeks to understand the relationship between the

racial positioning and racial realities of bicultural and bilingual Asian human service

workers in the United States and their working conditions and social support while

assisting Asian clients. Secondly, it aims to investigate how these racially informed

working conditions and social support impact the burnout levels of bicultural and

bilingual Asian human service workers.

Theoretical Frameworks

Asian Critical Race Theory and Job Demands and Job Resources Model are

utilized for the study.

Asian Critical Race Theory

In the history of the United States, marginalized communities have faced both

overt and covert racism and unequal power dynamics. In the 1970s, scholars and activists

recognized how U.S. laws and systems maintain and prolong inequality for these groups.

They aimed to analyze how the law and race intersect in order to challenge conventional

liberal methods of achieving racial justice (Kolivoski et al., 2018). In their work, Daftary

(2020) discusses how Critical Race Theory (CRT) can be adjusted for social work

research. CRT is distinct in its aim to give power to underrepresented voices and

viewpoints, and it promotes contextualizing social, political, and historical issues while

considering power dynamics, privilege, racism, and other forms of oppression. The Asian

Critical Race Theory (Asian CRT) also supports this broader application of CRT. Chang

(1994) and other scholars argue that the traditional black-white racial paradigm in CRT is

not enough to fully understand the experiences of other minorities, such as Asian

Americans in the U.S. Additionally, Asian scholars have further developed Asian CRT

by incorporating the diverse perspectives of various Asian populations (Yoo et al., 2021).

In 2013, Museus and Iftikar proposed seven interconnected principles of the

Asian Critical Race Theory to apply this theoretical framework in different research.

These principles include Asianization, Transnational contexts, Reconstructive History,

Strategic (Anti)essentialism, Intersectionality, Storytelling, and Commitment to Social

Justice.

Asianization Asianization refers to racism specific to Asian Americans. According to

Asian critical scholars, the two most apparent forms of racism against Asian Americans

are the racialization of Asian Americans as perpetual foreigners and the perception that

they are a model minority (Chang, 1994).

Transnational contexts Asian Critical Race Theory emphasizes the importance of

historical and contemporary national and international contexts for Asian Americans.

Chang points out that the racism that Asian Americans experience is directly connected

with their historical and current economic, political, and social processes within the

United States (1994). In other words, people do not consider many current and historical

experiences that impact Asian Americans and their position, as well as how these

experiences are directly linked to the racism.

Reconstructive History Reconstructing history underscores the importance of rebuilding

a historical Asian American narrative by reanalyzing history to expose racism toward

Asian Americans. It is to advocate the nonexistence of Asian Americans (portraying them

with invisibility and silence) by constructing a collective Asian American historical

narrative so their voices and contributions can be shared and heard (e.g., Takaki, 1998; Rury & Tamura, 2019).

Strategic (Anti)essentialism Strategic (Anti)essentialism assumes that race is a socially constructed phenomenon that can be shaped and reshaped by economic, political, and social forces. Building on the CRT tenet of anti-essentialism, strategic (anti)essentialism acknowledges that dominant oppressive economic, political, and social influences impact how Asian Americans are racialized in society (Museus and Iftikar, 2013).

Intersectionality Intersectionality refers to the reality that the race intersects with class, gender, sexuality, ability, and other social axes to shape the systemic forms of oppression and individual experiences. It addresses how multiple forms of inequality and identity interrelate in different contexts and times. It is rooted in the notion that the condition of Asian Americans is shaped by the intersection of racism and other systems of oppression such as sexism, heterosexism, ableism and so on (Crenshaw, 2017).

Storytelling Storytelling underscores the notion that counter-stories are deeply rooted in analyzing Asian American experiences and advocacy for Asian Americans and their communities. Asian Critical Race Theory analyses assert that stories inform practice and theory that can eventually transform existing practice and theory (Chang, 1994).

Commitment to Social Justice Commitment to social justice is deeply rooted in CRT and stresses the notion of advocating for the end of all forms of oppression (Solórzano and Yosso, 2002).

The concept of Asian CRT aims to provide insights into the experiences of Asian Americans in the United States. This is achieved through seven tenets that shed light on the history of racial stratification and formation. Recent research by Yoo et al. (2021)

operationalizes these principles to advance understanding in the field. Additionally, Rodriguez and colleagues (2018) note that the last two tenets, namely Storytelling and Commitment to Social Justice, are frequently used to inform research methodology.

For this study, I adopt two tenets (Asianization and Transnational contexts) to link bicultural and bilingual Asian human service workers' racial positioning in the United States. For instance, Asians are regarded as a "model minority" while they are also reflected as "perpetual foreigners," no matter how many generations have settled in this country. Two tenets (Strategic (Anti)essentialism and Intersectionality) are adopted to link bicultural and bilingual Asian human service workers' racial realities in the United States. For instance, no two Asian workers share the same experience, as their traits influence each person differently.

Job Demands and Job Resources (JD-R) Model

Development of the JD-R Model The Job Demands and Resources (JD-R) Model is based on the phenomenon that by the turn of the century in most Western and Westernized countries, not only people performing "people work," but also those in different occupations, experience the syndrome known as "burnout" (Bakker & Demerouti, 2007; Bakker & Demerouti, 2014). At first, Maslach and Jackson defined burnout as a syndrome of chronic exhaustion, a cynical,
negative attitude regarding work and reduced professional efficacy that could occur in any job (1986). Soon, other scholars used a variety of personal and interpersonal approaches to explain burnout. For example, burnout was proposed to be the result of a pattern of wrong expectations, "progressive disillusionment," a loss of coping resources, emotionally demanding interactions with clients, and a lack of reciprocity in the

exchange relationship with clients. Other organizational approaches to burnout claimed that the syndrome was the result of a "reality shock," after employees had entered the organization, or blamed the low quality of the work environment (Bakker & Demerouti, 2014). In 1996, Lee and Ashforth conducted a meta-analysis to identify the potential causes of job burnout, including a wide range of job demands and resources. Developed from these findings, the first studies of the JD-R model identified that all types of job characteristics can be classified into one of two categories: job demands and job resources (Bakker & Demerouti, 2014). Job demands refer to physical, psychological, social, or organizational aspects of a job that require sustained effort and are associated with physiological and/or psychological costs. Examples are a high level of work pressure and having interactions with emotionally demanding clients or customers. Job resources encompass physical, psychological, social, and organizational factors that facilitate work objectives and reduce associated costs while promoting growth and development. Examples of job resources are autonomy, skill variety, performance feedback, and opportunities for growth (Demerouti et al., 2001; Bakker & Demerouti, 2014).

In their study, Bakker and colleagues (2003) found that job demands had the strongest influence on absence duration - an indicator of health problems - through burnout. On the other hand, job resources were seen as the most significant predictors of absence frequency - an indicator of motivation - through organizational commitment. Later studies of Bakker and other colleagues provided more evidence for this interaction effect of job demands and job resources: access to various job resources such as autonomy, social support, performance feedback, and opportunities for professional

development can help ease the negative impact of job demands such as emotional

demands, patient harassment, workload, and physical demands, on burnout. This

indicates that human service workers are less likely to feel exhausted and cynical after

facing demanding clients if they have access to adequate resources (2010). Bakker and

colleagues discovered that job resources have a significant impact on motivation,

particularly when job demands are high. Their findings are based on Hobfoll's notion that

all types of resources gain their motivating potential and are particularly useful when

needed (Bakker & Demerouti, 2014). In other words, when job demands are high, job

resources such as appreciation, innovativeness, and skill variety are most predictive of

work engagement. Thus, job resources are particularly useful and motivating when

needed, even in challenging circumstances such as pupil misbehavior and unfavorable

physical working environments. These findings were very fundamental in the initial

development of the JD-R model and were then followed by more longitudinal studies in

diverse fields.

Characteristics of the JD-R Model As shown in the history of the JD-R model, it is a

useful framework for understanding worker burnout. It identifies two main factors: "job

demands" which are physical or mental aspects of the job that require sustained effort and

may lead to exhaustion or health problems, and "job resources" which are aspects of the

job that help workers achieve goals, reduce demands, and promote personal development.

Examples of job demands include workload, physical demands, emotional demands, and

cognitive demands related to job stress. Examples of job resources include physical,

psychological, social, or organizational aspects of the job. The JD-R model is used to

predict burnout among various professions, such as social workers. For instance, Kim and

Stoner (2008) found that job demands, such as role stress, and job resources, such as job autonomy and social support, were important predictors of burnout among social workers.

In terms of the relationship between job demands and job resources, different interactions are found, depending on job characteristics, as more studies have adopted the JD-R model. For example, professionals such as lawyers, professors, architects, engineers, and top managers tend to have higher job demands with high responsibilities and a very high while they have many job resources at their disposal. Thus, these professionals are reported to have high job demands and many job resources. The correlation between job demands and resources is often positive. However, when there is a high workload for mundane jobs, in many cases there is often not enough time for feedback, growth opportunities, and skill variety, which leads to limited job resources. As a result, there is usually a negative correlation between job demands and resources.

The JD-R model is one of the most frequently used frameworks as it is based on its flexibility of adopting various factors depending on the target workers instead of utilizing established elements (Bakker & Demerouti, 2014). Several studies have been conducted on the topic of burnout among human service professionals using the JD-R model, including ones by Huang et al. (2021), Montgomery et al. (2015), and Kim & Stoner (2008). However, there is a lack of research using this model on bicultural and bilingual Asian human service workers and their working conditions, social support, and burnout.

Adaptation of the JD-R Model During the acculturation process, bicultural and bilingual Asian human service workers may have to take on extra responsibilities such as cultural

advocacy and serving as an on-site interpreter, frequently translating from one language to another (Engstrom & Min, 2004). As part of their job, they have to help their clients understand and use the health and social services in the United States, which may be different from what they are used to in their home country. These additional responsibilities, unique to this group, are likely to cause stress and are considered job demands according to the JD-R model.

It is necessary to give more attention to the effect of race, culture, and immigration status on bicultural and bilingual Asian human service workers in their jobs. Specifically, the impact of their racial positioning and realities in the United States on their working conditions and social support while performing their jobs has not been thoroughly examined. With the JD-R model's focus on job demands and job resources, we can examine whether workers face extra workloads or job-related stress and whether they receive support from their peers, managers, family, or community. For example, bicultural and bilingual workers may encounter additional tasks when working with clients who have a language barrier, such as locating and providing materials in their native language and navigating the system.

In addition, these workers might experience role stress as their roles are somewhat clearly identified. They might find themselves as a service worker, a purely mechanical translator, or a cultural ambassador in their organizations, which could subsequently trigger role ambiguity and role conflict (Chang et al., H., 2021; Logan, 2018). According to Crystal's (1989) research, elderly Chinese individuals who have language difficulties tend only to seek help from people they trust within their community. They do not accept assistance from individuals outside of their community. This means that bilingual Asian

workers may have a heavier workload when working with these clients. Furthermore, the existence of the "minority model" fallacy in American culture may lead to workers feeling the need to excel in order to conform to this expectation. This can place a significant psychological strain on individuals, as is the case for Asians (Shih et al., 2019).

To fully comprehend burnout among bilingual/bicultural workers, it is crucial to examine their experiences related to racial positioning and realities, as demonstrated by these examples. As part of the research, the Asian Critical Race Theory (a meta-theory) and its integration into the JD-R (a mid-range theory) are elaborated.

Research Statement

In the context of Asian CRT and its impacts on the bicultural and bilingual Asian human service workers, this research aims to explore how bicultural and bilingual Asian human service workers' racial positioning and racial realities in the United States are related to their working conditions and social support. More specifically, it explores how specific characteristics of jobs (workload and job-related stress as well as social support from family, community, and work) are changed by bicultural and bilingual Asian human service workers' racial positioning (model minority and perpetual foreigner stereotypes and transnational immigration experience) and racial realities (individual subgroup belongingness within the Asian racial categorization and individual intersecting identities and discrimination) in the United States. In addition, this research aims to explore the relationship between their working conditions (such as increased workload and job-related stress as the constructs of job demands) and social support (such as support from family, community, supervisors, and organizations as the constructs of job resources) and

their relations to burnout. Based on these aims, this work explores the following research questions. Firstly, it seeks to understand the relationship between the racial positioning and racial realities of bicultural and bilingual Asian human service workers in the United States and their working conditions and social support while assisting Asian clients. Secondly, it aims to investigate how these racially informed working conditions and social support impact the burnout among bicultural and bilingual Asian human service workers. In doing so, this research sheds light on these un- and under-researched workers and provides ways to promote and retain them in the United States.

Chapter 3: Research Design

To gain a better understanding of the working conditions and social support specific to diverse races and cultures, this study uses a mixed method approach. The first phase focused on collecting and analyzing qualitative data from one-on-one interviews with the bicultural and bilingual Asian human service workers to identify job demands and resources related to race. The findings were used to develop a set of constructs tailored to the experiences of Asian workers. In the next phase, quantitative data were collected and analyzed using these new constructs.

Sequential mixed method designs help promote a better understanding of the complex topic, using the strength of integrating qualitative and quantitative analyses to generate new knowledge (Creswell & Clark, 2017). Sequential mixed method designs are especially appropriate for the construct development and adaptation of existing measurement tools (Morse, 2010). As a sequential design, a qualitative study conducted in the first phase informs a quantitative study in the second phase, as qualitative findings are used to develop quantitative instruments for validity. As an exploratory sequential design, this research first collects qualitative data to explore a phenomenon. Then it collects quantitative data to explain the relationships found in the qualitative data (Creswell, 2003).

Qualitative Data Collection and Analysis Phase

In the first phase, this research collected qualitative data by conducting more than 10 one-on-one interviews with participants who are bicultural and bilingual Asian human services workers recruited based on a purposive sampling strategy. Again, the aim is to gather their perspectives to help build an understanding of the tenets of the JD-R model

that encompasses the racial positioning and racial realities of this population. A semi-open interview is useful when researchers want to narrow a certain range of information and focus on valuable insights and feedback before conducting complicated quantitative investigations (O. Nyumba et al., 2018).

The questions were based on the four tenets of Asian critical race theory (Asianization, Transnational context, Strategic (Anti)essentialism, and Intersectionality); they are directly related to Asian Americans' racial positioning and racial realities in the United States regardless of their nation of origin. The rest tenets of Asian critical race theory (Reconstructive History, Storytelling, and Commitment to Social Justice) are frequently utilized in stand-alone qualitative studies as a methodology (Rodriguez et al., 2018).

For this study, Asians' racial positionality is linked to two tenets: Asianization and Transnational context. These two tenets describe how Asians are perceived and regarded in the racially hierarchical society of the United States: model minority and perpetual foreigners at the same time, while Asians are influenced by socio-political agenda as a lump group. For example, Asians are perceived as an exemplary minority group, yet they are also regarded as foreigners no matter how many generations they have been are settled here. At the same time, if there is an agenda, such as the pandemic and anti-immigration policy, Asians are reflected as one group and are exposed to society as a monolithic group regardless of each subgroup's cultural uniqueness. With no consideration of subgroup identities among Asians, regarding them as "model minority" and "perpetual foreigners" has enhanced racism over time. In the same manner, Asians' racial realities is linked to two tenets: Strategic (Anti)essentialism, and Intersectionality.

These two tenets describe Asians' racial identity based on their individual racial and cultural characteristics. No two Asians share the same experience in the United States because of their personal characteristics. It is the core tenet of Strategic (Anti)essentialism, and Intersectionality (Museus & Iftikar, 2013).

Considering Asian workers' racial positionality and racial realities and their impact on their jobs, during this qualitative study stage, this research used a semi-structured interview guide about the interviewee's understanding of their being Asian and explored their perception of how Asians' racial positioning and racial realities are related to working conditions and social support from their family, work, and community. The questions asked how Asian Critical Race Theory relates to their work, specifically each tenet. For example, if discussing the Asianization tenet, questions inquired about how racial positivity towards Asian workers affects their workload, job-related stress, and social support. These questions also asked if the individual feels that their social expectation as an exemplary worker or as a forever foreigner, regardless of their duration in the United States, impacts their work experience. Incorporating the other three tenets follows the remaining questions. These questions can be found in Appendix A, listed under the column "Phase 1 of Qualitative Study Interview Questions based on the JD-R model."

Quantitative Data Collection and Analysis

The quantitative phase of this research had two purposes: (1) to explore the relationship between Asian human service workers' racial positioning and racial reality and their working conditions and social support, and (2) to examine the relationship between the job demands and job resources on burnout among these workers. As the

second stage of mixed method research design, this research adjusted the model based on the findings from one-on-one interviews. Thus, the model allowed this investigator to test the constructs found in the first research phase and validate them in the context of the meta-theory of Asian Critical Race Theory and the mid-theory of the JD-R model.

In this quantitative method study phase, participants were recruited through a random sampling strategy. This was being done utilizing social networks and reviewing ethnic newspapers and media in metropolitan cities. Eligible participants were those who provide health and social services to Asian immigrant populations in their native language. Those who provide direct in-person health services were ineligible since their work was primarily focused on clients' physical needs and not related to the organizational setting. The online survey platform approved by the Bryn Mawr Institutional Review Boards (IRB) (R23-054) is utilized to collect data. Minding the unidentified size of bicultural and bilingual Asian human service workers, this study focused on collecting at least 105 participants based on the current quantitative research on community engagement and its impacts on Asian members' health and vaccine confidence (Bryn Mawr IRB Approved: R22-041).

The survey questions were composed of three major parts within the JD-R model by adapting questions from the concepts within the JD-R model to better reflect participants' racial positioning and racial realities, with changes aligned with the findings from the previous qualitative study. The first part was about Asian workers' perception of the relationship between their racial positioning and racial realities and their working conditions (Job Demands), social support (Job Resources), and burnout (JD-R model outcome). For example, considering the 'model minority' and 'perpetual foreigners'

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perception as the constructs of Asianization, the questions were similar to "I often feel that I have to work hard at work to meet the expectations of Asians as all hardworking in the society," and "I often feel that I get support from the community because of my family feeling that we do not belong to the United States." For these itemized questions, the author used a 5-point Likert scale, ranging from '1' (strongly disagree) to '5' (strongly agree).

The second part focused on the main qualitative findings that relate to the concepts of Job Demands and Job Resources to better understand burnout among the population of interest. For instance, to measure Job Demands, standardized tools like House and colleagues' (1983) role ambiguity and role conflict scales, and workload scales from Rothmann, Mostert, and Strydom (2006) are commonly used (Smith et al., 1993). For Job Resources, Bakker and colleagues' standardized measurement tools are used to capture social support. The last part was about burnout (JD-R model outcome); three components of burnout are to be measured: Emotional Exhaustion, Dehumanization, and Personal Accomplishments developed by the 15-item Maslach's burnout inventory (MBI-HSS). It is the most frequently utilized measurement tools for burnout in various human service professionals.

The third part was about burnout (JD-R model outcome); it measured three dimensions of burnout by Maslach: Emotional Exhaustion, Dehumanization, and Personal Accomplishments by Maslach's 15-item burnout inventory (MBI-HSS), as it is the most utilized measurement tool to capture these data. In addition, other questions regarding demographic information such as age, gender, subgroup identification, and family composition as control variables were included.

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After collecting the survey data, the author conducted reliability analyses of the scales. Then, bivariate correlations were employed among the study variables to examine the significance and direction of the relationships, followed by the regression among significant variables. Bivariate analysis is a useful tool for researchers to study the relationship between two variables, so regression is among multiple independent variables. It helps to identify whether there is a correlation between the variables and, if so, the strength of the connection. This information is incredibly beneficial for researchers conducting a study.

This study is innovative in applying the Asian critical race theoretical framework to understand bicultural and bilingual Asian human service workers' working conditions and burnout. To do so, during the first qualitative research phase, this research focuses on how four tenets that are related to bicultural and bilingual Asian human service workers' racial positioning and racial realities in the United States and how they relate to their jobs within constructs within the JD-R model. Based on these findings, during the second quantitative research phase, these newly identified constructs and burnout will be measured using the standardized measurement tools (1) to explore the relationship between participants' racial positioning and racial reality and their working conditions and social support, and (2) to examine the relationship of the job demands and job resources on burnout among participants. Through these two research phases, this research can provide a better understanding of the relationship between Asian workers' racial positioning and racial realities in the racially hierarchical society of the United States and bicultural and bilingual Asian social workers' working conditions and social support.

Chapter 4: Qualitative Research Method

This research follows an exploratory mixed-method design, consisting of a qualitative study in the first phase and a quantitative study in the next phase. This chapter focuses on the research method used in the first phase, which is qualitative.

Study Design

This study involves an open-ended question administered through a secure online platform. The main goal of this study is to examine the working conditions of bicultural and bilingual Asian human service workers. It primarily focuses on the job demands such as workload and role conflicts, job resources such as community and organizational support, and their acculturation as immigrants working as bicultural and bilingual workers in their HSOs. This study examines the views of bicultural and bilingual Asian human service workers on the connection between their racial background and work environment. It takes a systemic approach, focusing on the workers' firsthand experiences to gain insight into their perspectives. The study uses a phenomenological approach to allow participants to share their own ethnic and cultural views in their own words. This method is particularly useful in studies like this one (Liu, 2014).

The results of this study are to be used in the subsequent quantitative study phase to enhance the survey by including these findings as measurement tools. This systematic approach is valuable in comprehending the "essence" of bicultural and bilingual Asian human service workers and their working conditions as Asians through their voice. The utilization of the phenomenological approach provides this benefit (Creswell & Poth, 2016).

Sampling Plan and IRB Approval

In this phase, the research focused on Asian human service workers who are both bicultural and bilingual. They worked in organizations that provide various social and health services in the United States. The study specifically looked at workers who self-identify as bicultural and bilingual and serve Asian clients with limited English proficiency in metropolitan cities.

In September 2022, the IRB approved the study initially. From October to the end of November 2022, potential interviewees were invited through the network via email. The author discovered that after receiving responses from the potential interviewees, they preferred one-on-one rather than group interviews. During the interview process, one candidate expressed concern about maintaining anonymity in a focus-group setting due to the small number of bicultural and bilingual Asian human service workers in the ethnic community. Another candidate requested a one-on-one interview to address the same issue.

In early December 2022, an amendment to the IRB was approved (IRB #23-005) to change the interview setting. Many individuals had already expressed their willingness to participate in the interview. Two inclusion criteria were established: (i) participants must be bicultural and bilingual Asian human service workers with at least a bachelor's degree, capable of navigating social and healthcare systems in both their native society and their host society; and (ii) they must currently be employed by cross-sectional HSOs that assist Asian individuals with limited English proficiency (LEP) in metropolitan cities in the United States.

Consent from the Participants

Throughout the interview process, it was made clear to all participants that their participation was voluntary, and they could choose to stop at any time. For more information, please refer to the Appendix, which includes the invitation email, informed consent page, and IRB materials. To ensure the privacy of participants, all data was stored on the author's laptop in files that required a password for access.

Data Collection and Analysis

To find bicultural and bilingual Asian human service workers in the United States, the author utilized purposive and snowball sampling strategies. The participants had to meet two inclusion requirements: (i) they needed to be bicultural and bilingual with at least a bachelor's degree to navigate social and healthcare systems in both their native and host societies and (ii) they had to be currently employed by cross-sectional HSOs that assist Asian members with limited English proficiency in metropolitan cities in the United States. Individuals were included in the study based on their own self-report. The Bryn Mawr College IRB approved all study procedures and amendments (#21-008) during the first week of December 2022.

Once the IRB approval was obtained, a one-on-one interview was conducted with individuals who expressed interest in participating in the study. Using the local ethnic newspapers (both online and offline) in metropolitan cities in the Eastern United States, potential participants were outreached. Additionally, the author asked participants to suggest other bicultural and bilingual Asian human service workers who might be interested. The recruitment was to contact me with further questions or inquiries. Eventually, twelve bicultural and bilingual Asian human service workers who had

expressed an interest in participating were interviewed. Out of those twelve, eleven met the criteria and ultimately participated in the interview.

The virtual interviews helped collect data through virtual interviews using semi-structured and open-ended formats. Due to geographic limitations, the author conducted one-on-one interviews virtually after obtaining consent to record them. The interviews took place between December 2022 and January 2023 and lasted between 45 and 60 minutes. Permission from the respondents to audio-record the interviews were obtained, and then had the recordings professionally transcribed into text, with all identifying information removed. The interview involved five main questions and nineteen sub-questions, providing in-depth insights.

In order to maintain the anonymity of participants, Saldaña's (2020) guidelines for data analysis were used and each interview was transcribed word-for-word, using pseudonyms. Initially, descriptive coding was utilized as the initial method to identify patterns, followed by focused coding using a qualitative analysis software program (Dedoose Version 4.12). After analyzing three randomly selected interview transcripts with descriptive coding, the author generated the main themes and developed a basic vocabulary of data, themes, and commonalities. Using this vocabulary, the remaining eleven transcripts were coded.

During the second focused coding process, the author created a conceptually clustered matrix that focused on the experiences and working conditions of bicultural and bilingual Asian human service workers. Based on this matrix, the prominent categories that emerged were developed concretely. To ensure credibility, the eleven transcripts were reanalyzed with these prominent themes, comparing the themes found during the

first and second times using focused coding. Overall, the eleven transcripts were coded three times: first using descriptive coding, and then twice using focused coding.

Establishing Credibility and Reflexivity

The author worked alone to collect and analyze data for a qualitative research project. It was important that the research remain objective in order to maintain its credibility. This was accomplished by implementing two strategies to minimize personal biases: member checking and persistent observation. Lincoln and Guba (1986) also suggested various methods to strengthen the credibility of qualitative research, such as extended involvement, consistent observation, cross-checking data, seeking feedback from peers, analyzing negative cases, conducting subjective evaluations, and member checking.

Since 2008, the author has been committed to serving the Asian community in Greater Philadelphia, taking on various roles to support this community. For the last eight years, the author has primarily worked as a bicultural and bilingual human service worker focused on assisting older Asian adults. As a result of this work, the author has gained a deep understanding of the dynamics of the Asian community, older adults, and the interactions between them and their English-speaking adult children. The greater Philadelphia area has a significant Asian population of almost seven percent, making it one of the top ten metropolitan cities with Asian population in the United States. The current research has built upon three independent research studies during the pandemic by the author, including a case study on Asian American community engagement during the pandemic, qualitative research on the challenges faced by bicultural and bilingual

Asian human service workers during the pandemic, and a quantitative study on how Asian community engagement affects vaccine confidence among Asian members.

Over the years, in addition to these studies, the author has actively engaged with community members to address the challenges of promoting and retaining bicultural and bilingual Asian human service workers and witnessing incidents of racial discrimination during the pandemic. As a result of these personal and community experiences, being actively involved in the community, the author has observed higher workloads, limited resources, and fewer career development opportunities.

As part of the research process, member checking was carried out to ensure its effectiveness. The transcripts were shared with the participants, and most of the participants (10 out of 11) had no issues with the transcripts. However, one participant had concerns related to the naming of the institution they described with its actual name. This issue was resolved through an agreement between the author and the participant to remove the name of the institution from the research.

Ethical Considerations

As the main researcher and the only person responsible for the consent form, the author made sure to take ethical considerations into account during this study. Ethical considerations are a set of principles that guide research among scientists and researchers (Bhandari, 2019). At the beginning of the study, participants were informed about essential concepts such as voluntary participation, informed consent, anonymity, confidentiality, and the potential for harm. The main research questions were shared with the participants, and they were also provided with a copy of the consent form.

Following this phase, the author received feedback from potential participants indicating a preference for one-on-one interviews instead of focus group interviews. Considering the potential impact on the interview setting, the author raised this concern with the doctoral committee chair and obtained the necessary IRB amendment. Before the interview began, the purpose of the study and the ethical principles involved, including voluntary participation, informed consent, anonymity, confidentiality, and potential for harm were revisited and informed in a different interview setting. This was done to ensure that participants fully understood these concepts before the interview. Additionally, the email address of the doctoral committee chair for participants was provided in case they needed to contact that person for any further questions about the interview or the research.

Furthermore, as a person with an East Asian background, the author took a careful approach in reaching out to non-East Asian participants, since subgroup dynamics could impact interviewees with different cultural backgrounds.

Chapter 5: Qualitative Research Findings

11 semi-structured interviews were analyzed, and 52 codes were selected to be sorted into four major themes. It is essential to base the selection of codes on the research questions and desired outcomes, as Saldana (2020) outlined. Following these steps, the author tried to code the order of questions:

1) The participant's acculturation process

2) The participant's general working conditions as a human service worker

3) The participant's perception of support from their human service organizations and community

4) Participant's race and its relation to their working conditions and supports

The study focused on four main themes: the experience of acculturation as immigrants among bicultural and bilingual Asian human service workers; the working conditions they faced; their Asian racial identity; and the impact of the pandemic on their work. During the second phase of analysis, each code was reviewed in order to be grouped into these themes, adding sub-themes as needed. A new theme was discovered that focused on helping professionals and self-care. One of the original themes, 'participant's race and its relations to their working conditions and supports, was split into two: the general Asian racial stereotypes affecting working conditions, and the intersectionality of bicultural and bilingual Asian human service workers and their subgroup belongingness.

To ensure accuracy, member checking was added by collaborating with two participants, who agreed to meet. During the meetings with these participants, the most relevant codes were confirmed. Additionally, a focused analysis was added in the coding

phase by using a qualitative analysis software program (Dedoose Version 4.12) to establish the reliability of the results as the final analysis phase. Four major themes were identified throughout this three-analysis coding phase: working conditions; being an Asian human service worker in the United States; the pandemic; a helping professional.

Results

Sample Characteristics

Out of the eleven study participants, three are first-generation Asian Americans, while seven are either 1.5 or second-generation. One participant has a working visa sponsored by their employer. Two participants are male, and the rest are female. Some participants are trilingual and provided services in various Asian ethnic languages. One participant is fluent in a non-Asian ethnic language due to her family's immigration history in a French-speaking country. Three participants speak Cantonese, while four speak Mandarin. Four participants speak Korean, one speaks Vietnamese, and one speaks Tagore. The participants also communicate with their clients in Bengali, Laotian, and Nepali languages. All of them have bachelor's degrees, with five completing their social work master's program and becoming licensed social workers (LSW) or licensed clinical social workers (LCSW). Some of them have master's degrees in other fields like business and human relations. On average, they have around seven years of work experience, ranging from 2 to 18 years. Most of them are located in the eastern region of the United States.

Table 1 presents the demographic characteristics of the eleven study participants.

Table 1. Demographic characteristics

Characteristics	N (n=11)	
Educational background		
Bachelor's degree	4	
Master's degree in social work	5	
Master's degree in other Fields	2	
Years of Experience	Mean = 6.9 years	Min. = 2 years
		Max. = 18 years
Language spoken with their LEP clients		
Cantonese	3	
Mandarin	4	
Korean	4	
Vietnamese	1	
Bengali	1	
Laos	1	
Nepali	1	
Tagore	1	
French	1	

Asian Human Service Workers and Working Conditions

The participants shared their working conditions in various ways. Most of them

mentioned that they are expected to perform more than what was asked of them in

general. This expectation was set by both their organizations and the clients they served.

In ethnic-based community organizations, the leadership tends to be Asians with the

same racial and ethnic backgrounds. They are also typically older than their peers. Due to

their work ethics from their native country and the demands from the community and

community members, immigrant workers in the United States often have to work

extended hours or show up on weekends and national holidays. Asian clients hold a

cultural expectation that human service workers are responsible for providing a wide

range of services, such as language support, direct assistance, administrative tasks, and

advocacy work. To accommodate their needs, workers often work beyond their scheduled

hours to complete administrative duties required for documenting the services provided.

Ivy, a bilingual and bicultural Asian human service worker, works at the inpatient

psychiatric care unit. She often stays up late beyond her work hours because there are

many demands during the day. These demands stem from various factors, including

bureaucratic requirements from the state and city for local hospitals. Ivy and her

colleagues meet daily with their supervisor to discuss the increased workload and cases

as a team. As a bilingual and bicultural staff member, Ivy is responsible for

communicating with clients and their families who do not speak English. Being fluent in

Cantonese and Mandarin, more Chinese people seek treatment at the hospital where Ivy

works due to word-of-mouth about the bilingual staff. As a result, Ivy educates patients

and their families about the medical system to ensure they receive the care they need.

Tammy, a Chinese human service worker, works at a local center for Intimate

Partnership Violence (IPV), while also practicing as a counselor with a team of

colleagues. She finds that she requires in-between breaks, as her appointments often

exceed their assigned times. Tammy hardly has any breaks during the day because many

Mandarin-speaking clients ask additional questions. Moreover, she has to stay late to

finish paperwork after meeting with clients.

Participants have expressed that they require clarification of their roles within

their human service organizations due to the wide range of tasks they are expected to

perform. Many bilingual staff members are often called upon to provide interpretation or

translation services for both their colleagues and organization. On the other hand, some participants may find themselves in the opposite situation, such as Ivy, who has to provide interpreting services for her colleagues in the hospital. Susan, a Korean human service worker who provides health literacy and English language training to local older Korean adults, has colleagues who are predominantly Korean. As a result, she is responsible for handling documents related to the organization's operations and management that need to be submitted to the county and state. Additionally, Susan notes that her responsibilities are frequently subject to change, depending on the current demands of the job.

Participants struggled with increased workload and uncertainty about their roles, and they feel that their organizations should provide more support. The lack of support may be because resources in languages other than English are scarce. Wendy, a Chinese human service worker, works in a hospital and reaches out to diverse local communities. She has noticed that few Asian community members participate in community health assessments because the forms are mainly in English. Wendy believes that older Asian adults avoid the assessments because they need translations. She also thinks that relying on translators could affect the assessment's accuracy. Wendy has volunteered to provide translation and interpreting services, but sometimes this takes more time than her assigned work. When she tries to hire more people for translation and interpreting services, she is frequently told that it's not feasible due to budget constraints.

Lisa, a human service worker of Korean descent, is employed at a local community center where she primarily cares for older adults. Despite her job title, she often finds herself being asked to perform tasks outside of her responsibilities. Although

she initially resists, her organization persists, and she ends up doing the extra work. Similarly, Charlie, a multilingual human service worker from Bhutan, has experience working with older adults in long-term care. However, he has noticed a general lack of understanding among mainstream society regarding the critical role that local ethnic communities play in promoting and maintaining the health and well-being of older Asian adults. As a result, Asian communities and human service workers are often overlooked when it comes to receiving resources provided by state and local government agencies. For instance, many older adults in the Asian community where Charlie works are illiterate in English or their native language. In order to make useful programs more accessible to his clients, Charlie requests brochures with fewer words and more pictures.

Some participants have reported having a support system in place within their organizations while performing their work. For example, Wendy works for an organization that assists diverse populations in the city, including Asian community members. Her work involves community outreach for these groups. Wendy has noticed that immigrant populations share common values, such as prioritizing family, and that food and customs from their native countries contribute to community cohesiveness. During weekend and nighttime work with diverse community members, Wendy's colleagues understand how to provide assistance and support. Her supervisor also supports her role and often provides additional support in the field.

Betty is a Chinese human service worker employed by one of the largest long-term service providers. She receives ample assistance in carrying out her duties, and to improve efficiency, much of her work is performed remotely over the phone or by visiting the homes of older Chinese adults. The technical support system provided by her

organization is top-notch, allowing her to work comfortably from her home and connect

virtually with her peers and supervisors. In addition to bilingual workers from South

America and Eastern Europe, Betty's organization prioritizes efficiency in performing

their work. Betty appreciates having clearly defined responsibilities which enable her to

work comfortably with her clients.

Pandemic and COVID-19 related racism

Six study participants shared that their working conditions have been significantly

impacted by the COVID-19 pandemic, which has affected the lives of people worldwide.

To reduce the spread of the virus before the vaccine was available, strict public health

measures like isolation and social distancing were implemented. As a result, people have

had to rely heavily on technology for communication. These changes have had a

significant impact on the daily lives of the study participants, including their mental and

physical health, as well as their working conditions and environment. For instance, Lisa,

who works closely with older Korean adults, had to communicate with them over the

phone and virtually, which led to increased paperwork for documentation.

Charlie had to keep his office open during the pandemic because many of his

clients couldn't understand policy changes and the threat of COVID-19 in their native

language. He worked primarily in person with clients and their families. Ivy's work was

mostly done in the inpatient setting, which went through many changes due to statewide

and citywide policy changes related to public health. These changes caused confusion

and an increased workload for her team, resulting in more meetings to discuss

implementing the new guidelines in a timely manner. Unfortunately, Ivy didn't receive

much support from her supervisors and peers, as they were also learning the new

guidelines. However, the following actions were required to be recorded. Ivy summarizes, "There was a mass shortage in staff and guidance." While working conditions appeared to be worse, there was no consideration for workers facing the COVID-19 virus. Ivy shares that she was petrified as "[COVID] is an air-born virus. The air circulation ventilation is not very good, because we don't have open windows on an inpatient unit. That's like a state you don't want [to be]. The air ventilation is not good for an inpatient state hospital." Ivy had to stay in the hospital after her working hours because she couldn't concentrate during her shift. Before the pandemic, she mainly worked with her patients, but during the pandemic, family visitation was not allowed. Instead, she had to work with family members over the phone and sometimes had to coordinate virtual meetups during urgent situations. All of these changes added to her workload, without any compensation. Betty also finds that all the changes from the state and her organization were very "stressful." Peter has dedicated almost two decades to working in public health and social services and has noticed a significant change in his duties and responsibilities. As a resident of large metropolitan cities in the United States, his city embraced many immigrants who came to his city for a better future: "What's keeping me also busy on top of my regular work is the migrant bus coming in and helping to coordinate on the ground that response." He finds that his work during the pandemic is "a lot because there's a lot of issues if I think about the workload [during the pandemic]."

Furthermore, regarding the pandemic-related racism against Asians, Charlie has shared that he believes institutional racism has been strengthened during the pandemic, as it has allowed people to blame Asians as the carriers of the virus in the United States.

This has put more pressure on Asian people in general, and Charlie has received many calls from clients seeking help during the pandemic. However, he was not able to provide clinical recommendations and could only listen to their concerns. The increased time spent with clients has also resulted in more work after his sessions with them, which he was not compensated for. The need for mental health care and service assessment among Asian clients and their families have significantly increased, but many participants feel that they do not have the time or clinical expertise to meet these needs. Despite this, some participants have found peer support in their organizations to be helpful in dealing with pandemic-related racism and the challenges of facing COVID-19.

Asian American Stereotypes and Asian Human Service Workers

Most participants discuss that they have been very cognizant of social perception and stereotypes of interviews. Based upon the "model minority" stereotype, there is an expectation placed on Asian Americans as a group to be smart, good at math, science, and technology, wealthy, hardworking, docile, submissive, uncomplaining, and self-sufficient - so they do not seek help. The "perpetual foreigner" stereotype would place Asians as "other" in the White-dominated society of the United States. It put Asians inherently foreign and therefore not true members of US society.

Study participants used the words "pressure," "cliché," "extra layer," "certain expectation," and "myth," when they describe the "Model minority" stereotypes among Asians. They used words "obedient," "passive," "polite," "quiet," and "hardworking," when the "Model minority," was translated into the expectation that they find in society. Thus, the general expectation was that these traits would be expected among bicultural and bilingual Asian human service workers from the organization and peers. So, when

asked how the "model minority" stereotype related to their work, bicultural and bilingual Asian human service workers who participated in this study responded that the "model minority" stereotype makes impacts on their working conditions. For example, Susan shares that her organizations and her leadership expected that she must work long hours and complete the job quickly; "you have to work until late. You know that the first turn mindset." Because of the general perception that Asians are smart, they are expected to perform better at work. June, a Korean human service worker working in a quasi-government social service center shares that "they all think we should be kind of very smart, even though we are a small amount of community."

In the meantime, most participants find that they feel pressed to perform better at work; the expectations from their organizations are obvious. Lisa shares that "I do feel pressure to perform better (at work)." Karen, a Vietnamese human service worker working in the city-wide social service center, also wonders that "if it's just personal, or if there is a little bit of feeling pressure to perform more." Charlie finds that he has pressure "to outperform" his colleagues. As an Asian worker, he has to do better and more at work.

Regarding the "Perpetual foreigner" perception, study participants shares that it is another way to show that they belong to a minority group. Study participants share that they find Asians in general "even more marginalized," "not fully belong[ing] here," "second class citizens," and "invisible." These descriptions are aligned with the previous understanding of how "Perpetual foreigner" stereotypes creates "othering" sentiment for Asians. Putting Asians in the "other" category creates discrimination in many areas, working environment being one of these areas. Lisa shared that being an Asian worker

means fewer opportunities in her work. Some participants see that for organizations, it is seen as a somewhat 'logical decision' for them to let go of Asian workers sooner than others. For instance, Ivy faces that she is almost forced to leave when her organization finds someone more attractive than her at work: "you're forcing me to leave because you don't recognize all the years I've put in, and all the good work I've done, … [you do not] recognize our strength and our talents and our skills, and then, [you] like really devaluate our values." Charlie shares the same sentiment when he has to face the fact that his contract was terminated after his five-year-long service to his community members. "More than 80% of my participants were bilingual. We provide these services, and we provide the interpreter services for you for free. It doesn't cost you a penny. You are paying the same." His contract was terminated 30 days after he met with the other larger health and social service providers. No specific reason was provided. Participants find that this is the moment when they think about their roles and worth as bicultural and bilingual Asian human service workers; they are treated differently from other workers. They find it is "systemic racism," and "racially, ethnically based prejudice," in the organizations. Seeing how they are treated in the organizations, they also find that how Asian people in general are treated in the society. They see that Asians and their health care and social services are "not even on the table," because the dominant group who makes policies and creates rules see Asians as "invisible."

In general, all participants find that the "Model minority" and "Perpetual foreigner" stereotypes are directly linked to their daily lives. By imposing these labels on Asian people, Asians are regarded as overachieving liens at work and in the society.

Thus, the participants in this study see that these two stereotypes impact their work at the same time.

Asian Human Service Workers, their Subgroup Identity, and their Intersectionality

In the United States, Asians are often classified as one singular racial group, despite there being over 20 different ethnic subgroups within the community. Each subgroup has its own distinct culture and language and forms its own community. While the stereotypes of the "Model minority" and "Perpetual foreigner" may apply to the Asian community as a whole, each subgroup faces unique issues and agendas that only pertain to their specific community. Due to these subgroup dynamics, two Asians may have vastly different experiences in the US, based on their racial background and immigrant history. Bicultural and bilingual Asian human service workers can use their own experiences to understand better and assist immigrant clients and develop their sense of identity within US society. The concept of intersectionality refers to the simultaneous impact of various social categorizations, such as age, race, gender, socioeconomic status, and sexual orientation, on an individual. This impact can create a complex web of discrimination that affects Asian human service workers who are bicultural and bilingual in different ways. For instance, a Chinese cisgender second-generation bilingual worker may have a different perception of their career, interactions with clients, and work experience than a first-generation Filipino Catholic bilingual worker. Depending on their subgroup identity and intersectionality, Asian human service workers may experience unique working conditions and client interactions.

During this study, the participants were questioned about how their subgroup identity affects their work. They mentioned that they strongly identify with their ethnic

group. One participant, for instance, related more to her Korean American identity rather than her Asian American identity. Ivy addresses the unique identity among Asians: "Most of my friends were, you know, similar to me like American-born Chinese mostly Cantonese speaking. After going to a college [in a large-state University], I got to know young people, college students like who are Southeast Asian heritage, you know, and East Asian heritage. We had a lot of international students from China, South Korea, Japan, and India as well… [There are] Vietnamese, Cambodian, and Indonesian. We have our own separate, like cultural history. [It is] Like cultural history from when our ancestors in the Motherlands, and they have their history of war and rivalry, and oppression of each other [in Asians]. And then stereotyping each other like. At some point, Japanese, Korean, and Chinese don't even like each other."

According to some participants, they believe that they can provide better assistance to individuals who share the same culture and language. One participant shared that having a similar culture made them more friendly and easy to approach, resulting in increased client support. For instance, Susan was hired for a job because her Korean clients specifically requested a Korean staff member at the community center. Even though she felt less experienced than her highly educated predecessor, Susan's cultural connection with her clients made her a valuable member of the team.

Out of the nine study participants, eight females disclosed that their Asian background combined with their gender could lead to more limitations at work. These participants identified themselves not only with their Asian heritage but also with several other categories, such as "working mom," "women at work," "an Asian, a woman, and more so [of] Asian woman," and "Asian woman worker." One participant stated that her

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colleagues "prefer male coworkers because they tend to respect men more than women [in the human service fields]." Another participant expressed that being a woman made her feel more vulnerable in her organization: "I am not ignoring my Asian background, but I think of myself more as a woman, and being a woman is challenging [at work] in my field." They observed that their gender could affect the opportunities they receive at work. As a result, two out of nine female participants left their jobs and started their own businesses or organizations due to their various roles (as a mother, wife, daughter, and woman).

Asian Human Service Workers: Helping Professionals

Human service workers are a diverse group of individuals who strive to improve service delivery systems by enhancing the quality of direct services and promoting accessibility, accountability, and coordination among various professionals in different human service organizations. These workers take pride in helping those in need and find their work to be rewarding and meaningful. For instance, Lisa, who primarily works with older adults at the community center, feels fulfilled when she sees her clients improve their mental health and status. When they express their gratitude, Lisa feels useful and accomplished. Another participant shares a similar sentiment, finding pride in her work, as it allows her to make a meaningful impact on her clients' lives. Referring to his last job as an owner of a human service organization that provided service coordination for older and disabled people, Charlie remembered how much he advocated keeping a contract with the state, "even though [the state] tells [our clients] that they want to work with this population, [the state] does not want to serve this population. I advocated for my clients. It was not only because I want to save my business. It's not just from a businessman's

perspective. There is more kind of racial matter in the advocacy work I do. Because, like you know, you need, you need a savior [for your people.]" Charlie was forced to close his business due to a new state policy and now manages a similar human service organization. He is deeply connected to his ethnic community. Wendy recognizes the importance of not prioritizing her racial or ethnic group over other marginalized groups, but she feels passionately about her job and helping her clients succeed. By helping them, she describes that she "advances" her career. June sees her work as very "meaningful," which is very different from her perception of jobs outside the realm of science, technology, engineering, and math (STEM) fields. June shares that she was born and raised in an Asian immigrant family, and she only hoped to stay in the STEM fields by having a reputable job. She was able to get into a school in the medical field, but she realized that it was not for her. She spent years of her time looking for the right job that she wanted. Being in a human service organization for over three years, June takes pride in her job. She represents more than "herself" in helping people. She described her job as "very responsible work."

Several participants have expressed their vulnerability in self-care as they often work beyond their expected hours for their clients. This is due to the fact that there are numerous issues to address and advocate for, and there is a shortage of Asian workers. Their "passion," "devotion," "obligation," and "responsibilities," could make study participants hard to set boundaries in work-life balance and to pay attention to their self-care. One example is Cathy, who previously worked for over ten years in a corporate company that offered healthcare services. She now works independently as a counselor for healthcare programs and shares the same story. "[when I first started my current job,]

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my mother said that I have to speak Korean and I have to work with Korean people. Now

I have 30% Korean clients and 70% English-speaking clients. Cathy said:

> I go above and beyond. I really do like what I do. You know it. The 30% of my
> clients are Korean. I think. That's like a good guess. I might have to say it might
> be 25%. But I can tell you when my phone rings, it's a 50 over 50 chance that it's
> a Korean person. So, they're high demand or a lot more work than an English-
> speaking person.

Many participants have shared that they are focusing on their self-care as they

gain more work experience. This is important, as human service workers often experience

burnout due to the demands of their job (Bakker & Demerouti, 2014). Susan, a bicultural

and bilingual Asian human service worker, expressed concern that she would experience

burnout if she continued working in the same role for a long time, due to the physical,

emotional, and linguistic demands of the job. Therefore, it is crucial for human service

workers to prioritize self-care in order to sustain their work in the long-term. Some

participants (N=4) limit their working hours and avoid taking calls outside of work hours

and on weekends. Others (N=3) intentionally distance themselves from their ethnic

communities in order to protect their time and space and avoid getting involved in

additional community work. Two participants who work in community outreach have

built a strong support system within their organizations, which includes other Asian

peers. This has allowed them to advocate for more bicultural and bilingual workers to be

hired and to have access to resources in times of need. Maintaining relationships with

other Asian human service workers outside of work has also been a key factor in their

ability to sustain their work for over five years.

Discussion

After conducting a thorough analysis using descriptive and thematic coding, five major themes are identified. These include the working conditions and experiences of Asian human service workers, the impact of the pandemic and COVID-19-related racism, Asian American stereotypes and their effect on Asian human service workers, the intersectionality of subgroup identities among Asian human service workers, and the role of these professionals as helpers within their communities. Bicultural and bilingual Asian human service workers providing services to ethnic minority populations also undergo an acculturation process similar to other immigrants. During this experience, it was discovered that Asian communities require health and social services that cater to their unique cultural and linguistic needs. Being bilingual and bicultural, they have a deep understanding and connection to both their native and host cultures. Their immigrant background may inspire them to pursue a career in the human service field, but their job demands can be high, as they often take on the role of cultural advocates. Job demands include physical, social, or organizational aspects that require sustained physical or mental effort or skill, according to Houkes et al. (2003).

Asian human service workers who are bicultural and bilingual often face the expectation of providing translation and interpreting services that are not part of their assigned duties. Both peers and supervisors expect this additional work, but it can cause role stress due to the cultural advocacy and language translation services they are expected to provide. This stress can be exacerbated by role ambiguity and conflict within their organizations. Additionally, the lack of resources in languages other than English in the health and social care system can create a sense that there is a lack of support within

their organizations. Also, many of their supervisors do not fully grasp the scope of work bicultural and bilingual Asian human workers carry. The workers were unable to receive the necessary support from their organizations in a timely and essential manner. As a result, they developed their own support systems outside of their workplaces. Additionally, the entire nation was affected by the new COVID-19 virus and its devastating consequences during the pandemic. This led to the implementation of stronger public health measures, which increased the workload for bicultural and bilingual Asian human service workers who communicate with clients and their families. These workers also had to manage increased administrative tasks to keep track of all client interactions, which placed a significant burden on them.

Bicultural and bilingual Asian human service workers are facing increased workloads and vulnerability due to the novel virus, which can lead to health threats. They often lack support from their organizations and peers, especially during the pandemic, where Asians have become targets of racial discrimination. These workers are now responsible for reaching out to clients who have been physically or verbally targeted and providing timely intervention. Unfortunately, job demands for these workers are higher, while peer and organizational support is decreasing. As a result, many bicultural and bilingual Asian workers are seeking support from peers in the field. They witness how racial discrimination can impact their clients and subsequently affect their own working conditions during the pandemic and the rise of COVID-19-related racism. Bicultural and bilingual Asian human service workers often face challenges related to both the "model minority" and "perpetual foreigner" perceptions. These workers are expected to excel in their roles for both their organizations and their clients.

Unfortunately, they may also experience exclusion from certain opportunities within their organizations. Being in the frame of "model minority" and "perpetual foreigner" allows society to regard Asians as overarching aliens at work and in society, and what bicultural and bilingual Asian human service workers experience in the human service field is no different from that of other Asian workers in the different fields. "Asianization" has two components – model minority and perpetual foreigner perceptions – and scholars argue that these two tenets are often used to (re)shape policies that affect Asian Americans and their identity and experiences (Museums and Iftikar, 2013; Lee, 2022).

As these two tenets are two sides of "Asianization," participants see that these two tenets make impacts on their work simultaneously. Bicultural and bilingual Asian human service workers are often expected to work hard due to cultural norms and expectations within their families and communities. While working in the human service field, they tend to follow these norms and expectations, which may be misconstrued as racial and ethnic characteristics by non-Asian colleagues and supervisors. Despite being tasked with additional responsibilities, these workers are often not compensated with financial incentives or promotions. Bicultural and bilingual Asian workers frequently miss out on opportunities, causing them to seek employment elsewhere. Labeling them with stereotypes such as "model minority" and "perpetual foreigner" can be a form of racism and lead to conflict with other workers in the human service industry. It is important to prioritize diversity, equity, and inclusion.

Asian human service workers who are bilingual and bicultural have a strong awareness of their Asian subgroup identity and the different aspects of themselves that make up who they are. This is referred to as the Asian CRT, where Asian workers define

themselves based on their own perspective rather than how society perceives them. The Asian CRT is built on two fundamental principles: Strategic (Anti)essentialism and Intersectionality, which emphasize the unique identity of each worker. It's important to note that every Asian worker has his or her own personal characteristics, ethnic background, and cultural and linguistic heritage, which means that each person's experience in the United States is distinct. The concept of Strategic (Anti)essentialism is at the heart of this idea.

It's important to recognize that discrimination against Asians in the United States is not uniform, since it varies based on individual characteristics, ethnic identity, and cultural and linguistic background. This concept is known as Intersectionality. For instance, a Chinese woman who is bilingual and bicultural will have a different work experience than a Filipino man with the same qualities. While society may categorize all Asians under stereotypes like "model minority" or "perpetual foreigner," each individual has his or her unique subgroup identity and understanding of themselves. These qualities are closely tied to the dedication of bicultural and bilingual Asian human service workers to their clients of the same racial and ethnic background, since they have a personal attachment to helping those who face similar challenges in their new home country.

One participant shared – "I know these people. I know their challenges. I know it better than anybody else because I have gone through it," – it works as a strong motivation to choose a human service job helping the same racial/ethnic people to which these workers belong. Bicultural and bilingual Asian human service workers have a strong work ethic and a desire to help their clients. However, this can lead them to overwork and struggle with setting boundaries. They often serve members of their own

community, which makes it difficult to separate work and personal life. These workers need guidance and mentorship on how to balance their responsibilities and practice self-care. They reach out to other Asian workers, regardless of their subgroup, to learn from their experiences in this unique environment.

Conclusion

In this chapter, the study participants discuss their experiences with acculturation and their working conditions, specifically in relation to job demands and job resources. They also share their perspectives on Asians, such as the model minority and perpetual foreigner perceptions, and how these impact their work. Additionally, they explore how their subgroup identity and various aspects of their identity relate to their work. The participating bicultural and bilingual Asian human service workers have a unique acculturation experience, but they strongly identify as Asian workers in human service organizations. They acknowledge that their organization's expectations for them differ from those of their peers, including increased workload, role ambiguity, and less support. Bicultural and bilingual Asian workers often feel the pressure to take on more responsibilities from their clients due to their shared cultural and linguistic backgrounds. This sense of belongingness to their subgroup, along with other personal factors such as age, gender, and religious background, creates a rewarding experience for them as they help their community members. However, it also blurs the line between work and personal life. These workers face the impact of their racial positioning in the United States, which affects their working conditions.

Chapter 6: Quantitative Research Method

This research is an exploratory mixed-method study that uses both qualitative and quantitative methods. The quantitative phase of the study relies on relevant literature and findings from the first qualitative phase. The purpose of the quantitative analysis was two-fold. Firstly, it aimed to explore the relationship between the racial positioning and reality of Asian human service workers and their working conditions and social support. Secondly, it examined how job demands and resources affect burnout among these workers. The initial qualitative study was guided by the Asian CRT and JD-R models, which served as the primary theoretical frameworks. Lastly, the newly found theme of appreciation was added in the conceptual framework to find the relationship between the job demands and job resources and burnout.

Literature Review and Findings from the Previous Qualitative Study

Racial Positioning

In Chapter 2, Yoo and colleagues (2021) explain how Asian CRT can provide new perspectives on the experiences of Asian Americans. They highlight seven tenets that shed light on the unique experiences of Asian Americans concerning racial stratification, formation, and history in the United States. In the first phase of their qualitative study, this study utilized two of these tenets, namely Asianization and Transnational contexts, to conceptualize the racial positioning of bicultural and bilingual Asian human service workers.

Asianization refers to racism specific to Asian Americans. According to Asian critical scholars, the two most apparent forms of racism against Asian Americans are the racialization of Asian Americans as perpetual foreigners and model minorities.

Transnational context refers to the racism that Asian Americans experience and how it directly connects with their historical and current economic, political, and social processes within the United States (Chang, 1994). Asian human service workers encounter a distinct set of difficulties due to their ethnicity and immigrant background. They are frequently regarded as both a "model minority" and "perpetual foreigners," which can affect their workload and role stress. In addition, Asian workers' shared experience as immigrants allows them to build connections with other Asian colleagues and clients. Unfortunately, they also witness racism in themselves and their clients while accessing human services. For example, during the pandemic, the Trump administration labeled Asians as "virus carriers" for political reasons related to anti-immigration. This labeling was strongly influenced by socially constructed perceptions such as the model minority and perpetual foreigner perceptions. Asian workers have experienced shared discrimination as a result of political and social agendas, which has led to the development of the concept of "Racial Positioning" in this research.

The findings of the initial qualitative study reveals that bicultural and bilingual Asian human service workers are impacted by the model minority and perpetual foreigner frameworks in most cases. These frameworks result in these workers being held to higher work standards and working more than required, leading to an increased workload. Furthermore, these workers have observed that their clients are not receiving adequate support to access essential services, such as healthcare and social services, due to socially constructed assumptions about their abilities and needs.

Racial Realities

During the initial phase of the qualitative study, the focus was on investigating the racial experiences of bicultural and bilingual Asian human service workers. To achieve this, the researcher employed two critical tenets of Asian CRT: Strategic (Anti)essentialism and Intersectionality. Although Asians are often seen as a homogenous group in the United States, they have their own distinct subgroup identities and experiences that are influenced by both Strategic (Anti)essentialism and Intersectionality.

Strategic (Anti)essentialism highlights the uniqueness of individual experiences and the sense of belonging within a particular subgroup. It is accepted that race is a socially constructed concept and can be influenced by various economic, political, and social factors. However, categorizing Asians as a single group can lead to a lack of recognition of their individuality. It is vital to acknowledge that Asians are a diverse group consisting of various subgroups, each with its unique identity. To fully grasp the effect of oppressive social, economic, and political forces on the racialization of Asian Americans in society, it is essential to understand the concept of strategic (anti)essentialism.

Asian critical race theory incorporates the principle of Intersectionality, which examines how different forms of inequality and identity intersect in diverse contexts and periods. It acknowledges that the experiences of Asian Americans are influenced by racism and other oppressive systems, such as sexism, heterosexism, and ableism among others. Intersectionality is a fundamental principle that both CRT and Asian CRT share, as it assists in comprehending how racism and other forms of oppression work

simultaneously to shape the lives of Asian Americans. This study collectively refers to these two concepts as "Racial Realities."

The first qualitative study reveals that subgroup identity and Intersectionality significantly impact the workload and support for Asian workers when working with clients. These workers tend to prioritize clients who share their culture and language, which can increase their workload (but also the support they receive). Additionally, Asian workers may encounter discrimination in the workplace due to other characteristics such as gender, age, and sexual orientation.

Job Demands

Chapter 2 discusses the concept of job demands, which refers to the physical, social, or organizational aspects of a job that require sustained physical and/or psychological effort from the employee, leading to physiological and/or psychological costs. Previous qualitative study of this research showed that bicultural and bilingual Asian human service workers experience an increased workload and role stress. The study also found that these workers experience language fatigue, which is caused by communicating in at least two languages and requires great concentration and mental agility, especially under stressful circumstances. Engstrom and colleagues (2009) state that language fatigue is a common phenomenon.

Over 60% of bicultural and bilingual social work students who work with immigrant populations with limited English proficiency (LEP) have reported experiencing "fatigue" from constantly switching between languages during their field practicum. Studies have shown that this language fatigue can lead to physical and mental

exhaustion, contributing to burnout among workers. As a result, language fatigue is also considered a part of job demand (Engstrom and Min, 2004; Engstrom et al., 2009).

Job Resources

Chapter 2 defines job resources as various aspects of a job that can aid in achieving work objectives, decreasing job demands, and promoting personal growth. These aspects include physical, psychological, social, or organizational factors. According to a qualitative study, bicultural and bilingual Asian human service workers rely largely on social support from their ethnic minority communities. Depending on the job, these workers might also receive support from peers and supervisors, which can have an impact on their decision-making ability and the level of assistance they provide while performing their work.

Burnout

Burnout is a state of physical or emotional exhaustion that can lead to fatigue, weakness, and other symptoms such as muscle pain, headaches, sleep problems, and irritability. This condition is commonly experienced by human service workers in the health and social services field due to high levels of stress. Although there is no universally accepted definition of burnout, Maslach and Jackson's three-dimensional model of burnout is widely used across various fields. These dimensions include emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (1986). Emotional exhaustion refers to a sense of being overextended and depleted of emotional and physical resources. Depersonalization involves negative or excessively detached responses to various aspects of the job. Reduced personal

accomplishment is characterized by feelings of incompetence and a lack of achievement at work.

The JD-R model is a useful framework that explains how burnout is related to job demands and resources. It considers the three main aspects of burnout and shows how they are connected to the job's demands and resources. According to the JD-R model, job demands have a positive relationship with burnout, while job resources have a negative relationship with burnout (Lee & Ashforth, 1996; Alarcon, 2011). This model is widely used across various professions, and professionals can utilize different constructs of job demands and resources as required (Wu et al., 2019; Bakker & Demerouti, 2014).

Appreciation

Human services aim to meet the needs of individuals through various fields of knowledge. Their focus is to prevent and solve problems while enhancing the quality of life for service recipients. Human service workers play a crucial role in improving service delivery systems by ensuring the quality of direct services. They also work to improve accessibility, accountability, and coordination among various professionals and agencies involved in service delivery.

According to the National Organization for Human Services (2022), the main goal of human service workers is to help individuals and communities function effectively in all areas of life and meet their basic needs. A qualitative study found that bicultural and bilingual Asian human service workers find their work rewarding and meaningful. They view their work as crucial in assisting vulnerable people to maintain their health and well-being. Despite various challenges, they remain committed to their work, which is consistent with previous research on human service workers (Lee et al., 2023). This

indicates that appreciation is linked to both job demands and job resources, as well as burnout. In addition, Bakker and Demerouti (2014) found that human service workers' appreciation for themselves can be considered as job resources while developing the conceptualization and constructs of the JD-R model. As a result, some studies have included appreciation as one of the job resource constructs (Weiss and Zacher, 2022).

A Proposed Hypothetical Model

The author used the results from the first phase of the qualitative study and existing burnout models, such as Cordes and Dougherty's JD-R model and Burnout (1993). Based on the literature review and findings from the previous qualitative study as a part of the exploratory sequential mixed method study, the following relationships are hypothesized:

Hypothesis 1: Racial Positioning and Racial Realities of bicultural and bilingual Asian human service workers are related to their working conditions and the social support they receive from their family, work, and community.

To explore this, the study examined the relationship between model minority and perpetual foreigner perceptions of bicultural and bilingual Asian human service workers and their Job Demands and Job Resources. Secondly, it also examined the relationship between subgroup belonginess and intersectionality of bicultural and bilingual Asian human service workers and their Job Demands and Job Resources.

Hypothesis 2: Bicultural and bilingual Asian human service workers' Job Demands and Job Resources are related to their burnout.

To explore this, the study examined the association between Job Demands and Burnout and the association between Job Resources and Burnout, based on the JD-R model.

Bicultural and bilingual Asian human service workers perceive their work as helping professionals, which gives them a reason to be in the field to help their Asian clients with LEP. Thus, the author employed bivariate analysis to examine the relationship between bicultural and bilingual Asian human service workers' feelings of appreciation and variables, as found in the first qualitative research phase.

Hypothesis 3: Workers' feelings of appreciation is related to Job Demands, Job Resources, and Burnout.

To explore this, the study examined 1) the association between feelings of appreciation and Job Demands, 2) the association between feelings of appreciation and Job Demands, and 3) the association between feelings of appreciation and Burnout.

Measures

Study Design

This study is both quantitative and exploratory and it utilizes a cross-sectional survey for data collection. The survey is administered virtually to allow for data collection from a larger number of people. Cross-sectional survey is effective in exploring experiences or phenomena within a specific group with good generalizability, as noted by Grinnell (1997).

Online surveys are increasingly popular due to their convenience and flexibility, provided respondents have the necessary technology and technical know-how. Anonymous surveys also allow participants to feel safe and at ease when sharing their

opinions and experiences. However, survey design has its drawbacks, such as an unpredictable response rate and relying solely on self-reported information from respondents (Mertens, 2005).

Aims and Design

A survey study was conducted to explore how Racial Positioning is associated with Job Demands and Job Resources, as well as how Racial Realities relate to Job Demands and Job Resources among bicultural and bilingual Asian human service workers. Additionally, the study aimed to investigate the association between Job Demands and Job Resources and burnout among these workers. Drawing on previous qualitative study findings, the research also aimed to uncover the connection between bicultural and bilingual Asian human service workers' job satisfaction, job demands, job resources, and burnout. The Institutional Review Board of Bryn Mawr College approved the study in April 2023 (IRB # 23-054).

Sampling Plan

The target population for this study is comprised of bicultural and bilingual Asian human service workers who identify themselves as such and work with LEP clients in the United States. The study population includes bicultural and bilingual Asian human service workers who worked with LEP clients in the United States between June 5, 2023, and July 15, 2023.

After receiving IRB approval, the author contacted more than 150 people in different states via email and text message. The author also uploaded the online survey to over 2,000 bilingual Asian social workers in California, with approval from the social network platform administrator, Facebook. The recruitment process included diverse

methods such as word of mouth, individual email contact, social network announcements, and visits to ethnic-based human service organizations. The author also utilized snowball sampling to generate more responses and posted an invitation using her Facebook account.

Inclusion criteria included:

- Employed and working with Asian clients with LEP
- Ages 18 and older
- Male, Female, and other
- Bilingual in more than one Asian languages
- Worked with LEP clients or works at agency that services LEP clients
- Able to understand, read, and respond to a survey in English (all survey materials will be in English)
- Had technological access and adequate knowledge to complete a web-based survey.

Compensation and Consent

Participants in this research were not compensated. They were informed that their participation was voluntary, and they could withdraw from the study at any point. The study used Qualtrics, an online platform, to collect cross-sectional survey data. The IRB advised the use of this platform. The invitation email, informed consent page, and IRB materials are available in the Appendix. The survey did not collect any personal information, high-risk behaviors, or illicit activities. All data collected were on the investigator's personal laptop in a password-protected file.

Study Funding

The research was partially funded by Bryn Mawr College's Graduate School of Social Work and Social Research. The Rivits Fellowship Award covered expenses such as interview transcription, application fees for the qualitative study, and fees for statistical programs and training for the quantitative research

Measurement

Survey material and questions were provided in English only and fell into four parts: Demographics, Racial Positioning and Racial Realities, Job Demands and Job Resources, Appreciation, and Burnout.

Demographics

The survey included several demographic questions to gather information on participants. These questions included: gender, age (in years), educational status, U.S. residency status, length of time spent in the U.S., Asian subgroup heritage, language preference, length of experience working as a human service worker, proficiency level in English, marital status, employment status, and annual household income.

Racial Positioning and Racial Realities

Racial positioning was assessed in two categories: model minority and perpetual foreigner perceptions. For model minority perception, the Internalization of the Model Minority Myth Measure (IM-4) by Yoo and colleagues (2010) was added. However, as IM-4 was developed for Asian American youth, the author removed items related to academic status, as the survey is for human service workers. Participants were asked to respond to the nine-item IM-4. For perpetual foreigner perception, the study utilized the Awareness of the Perpetual Foreigner Stereotype Scale (Huynh et al., 2011). It has thirteen items, and two items were in reverse order. The scale consists of 13 items, with two items in reverse order, and has two sub-scales: perpetual foreigner stereotype and psychological adjustment. For the purposes of this study, only the seven-item perpetual foreigner stereotype sub-scale was used that include "I do not fit what people have in mind when they think of a typical American," "Due to my ethnicity, people sometimes

assume I am not American," and "Because of how I speak, people sometimes think I am not a U.S. citizen." The scale ranged from (1) "Strongly disagree" to (5) "Strongly agree." Lastly, IM-4 questions included "Asian Americans have strong work ethics," "Despite experiences with racism, Asian Americans are more likely to be successful," and "Asian Americans are more likely to be promoted." The scale ranged from (1) "Strongly disagree" to (5) "Strongly agree."

Racial positioning was assessed in two categories: subgroup belongingness and intersectionality. For subgroup belongingness, there are multiple ways to divide these subgroup categories, such as ethnicity, demographics, geographic location in the United States, family history, and social and political history and status (Asian Pacific Institute on Gender-Based Violence, 2014). Out of many criteria, generational questions and perception of their subgroup identity were used based on the previous qualitative research findings, on top of diverse demographic questions such as geographic location in the native country. Thus, the questions were "What immigrant generation are you?" (Scales were from first to third generations) and "Do you see yourself as a specific ethnic-based American over an Asian American?" (Yes or No response). For the intersectionality tenet, questions were guided by the previous research findings (gender and accent), as well as the major components of intersectionality (age and disability) being added. The questions included "Because of my gender, I am treated unfairly at work," and the scale ranged from (1) "Strongly disagree" to (5) "Strongly agree."

Job Demands and Job Resources

According to existing literature, there are many elements under the Job Demands, including increased workload and role-related stress. During the qualitative study phase,

workload and role stress, especially role ambiguity, were identified. In addition, it was addressed that bicultural and bilingual Asian human service workers provided linguistically aligned care for their clients, and language fatigue emerged. Language fatigue is broadly understood, since "switching from one language to another over the course of the day requires great concentration and mental agility, sometimes under stressful circumstances" (Engstrom et al., 2009). For this reason, this element was also included. Thus, workload was measured using the Job Demands-Resources Scale (JDRS), developed by Jackson and Rothmann (2006).

There are 40 items under the JDRS, including pace and amount of work, mental load, emotional load, variety in work, opportunities to learn, independence in work, relationships with colleagues, relationship with immediate supervisor, ambiguities about work, information, communications, participation, contact possibilities, uncertainty about the future, remuneration, and career possibilities. Out of these elements, workload, ambiguities about work, and uncertainty about the future were adopted for this study. In addition, language fatigue items were also included. Included items are like "I have too much work to do" and "I have to concentrate much to switch from one language to another." Five Likert scales were used from (1) "Strongly disagree" to (5) "Strongly agree."

Appreciation

During the first qualitative phase, one of the recurring themes was that, despite the demanding nature of their jobs, bicultural and bilingual Asian human service workers still found their work meaningful. They cited the ability to help their community members as a key factor in this, which aligned with the mission of helping professionals -

to serve people in need and make social institutions more responsive to human needs. This overarching theme led to the inclusion of four questions in the research phase, such as "I am very proud of what I do for my community" and "I feel appreciated by my clients with whom I communicate in their first language." To align with the JD-R survey questions and their items, five-point Likert scales ranging from "Strongly disagree" to "Strongly agree" were used.

Burnout

In this survey, the Maslach Burnout Inventory (MBI) was utilized. The MBI is designed specifically for professionals in the human service fields and is known as the MBI-Human Services Survey (MBI-HSS). The MBI-HSS is composed of 22 items, which are divided into three subscales: emotional exhaustion (EE; nine items), depersonalization (DP; five items), and personal accomplishment (PA; eight items). Each item is answered on a 7-point Likert scale, where "never" is equal to 0 and "daily" is equal to 6. If a person scores high on both EE and DP, and scores low on PA, it indicates a high level of burnout.

Example items in the EE subscale include "I feel emotionally drained from my work" and "I feel I treat some clients as if they were impersonal objects." The DP subscale includes items such as "I do not really care what happens to some clients" and "Working with people directly puts too much stress on me." Lastly, the PA subscale includes items such as "I have accomplished many worthwhile things in my job" and "I feel exhilarated after working closely with my recipients."

Data Analysis

The overarching goal for data analysis was to examine the relationship between racial positioning and racial realities of bicultural and bilingual Asian human service workers, and their working conditions and burnout, supported by the JD-R model. For this goal, bivariate analysis was employed to understand the relationship between these variables. Bivariate analysis is a useful tool for researchers to study the relationship between two variables. It helps to identify whether there is a correlation between the variables and, if so, the strength of the connection.

Since Racial Positioning and Racial Realities were conceptualized for this study, the author made sure to introduce measurement tools that are already established in the fields for the variables under them. The Model Minority Myth Measure (IM-4) by Yoo and colleagues (2021) was used to understand Asian students' internalization of the model minority in the field of Education. Similarly, the author employed the modified Awareness of the Perpetual Foreigner Stereotype Scale, which was developed in the field of Psychology (Huynh et al., 2011). For intersectionality, the Intersectional Discrimination Index was used, which had one additional question about English accent. This Index was previously adopted in the fields of Education, Business, and Medicine (Scheim and Bauer, 2019).

In order to investigate the relationship between two variables, researchers use bivariate analysis to determine whether there is a correlation between the two variables and, if so, how strong the correlation is (Michalos, 2014).

Sample Size

       In order to calculate a realistic sample size, the author should acknowledge the effect of size, significance level, and the power for the study. As the population is unknown, the general rule was followed. With 95% Confidence Level (CL), 5% Margin of Error, and 50% Population Proportion with 100 minimum population size, a minimum of 80 meeting the eligibility criteria was required for this study.

Chapter 7: Quantitative Research Results

Between July 20, 2023, and September 30, 2023, the survey was conducted with a total of 138 participants. Out of these, 52 cases were excluded due to missing information, leaving a final sample of 86 respondents. These excluded cases were missing completely at random (MCAR), and they represented almost 30% of the total cases. To handle this issue, the author removed the entire rows instead of filling in missing data. This decision was based on the general agreement among various scholars that if more than 10% of data is missing, it could result in biased outcomes (Lee and Hubert, 2021). Table 2 summarizes the demographic, socio-economic, and other background characteristics of these 86 participants.

Sociodemographic Characteristics of Participants

The sociodemographic characteristics are shown in Table 2. Most of the participants were female (74.4%), while males and non-binary/third-gender respondents made up 24.4% and 1.2%, respectively. Over 85% of the respondents had completed college education, with 60.5% holding a college degree, 23.3% having completed graduate school, and 1.2% holding a doctoral degree.

More than 80.2% of the respondents identified as US citizens, either by birth or naturalization, while 17.4% indicated that they were permanent residents and 2.3% were on visa status. In terms of Asian subgroup heritage by region, more than 72% of the respondents identified as East Asians, 19.8% were Southeast Asians, and 8.1% were South Asians.

Table 2. Percentages and Frequencies, Sample Demographics (N=86)

N=86	Frequency	Percent
Gender		
Female	64	74.4%
Male	21	24.4%
Non-binary/third gender	1	1.2%
Highest level of education completed		
High school	6	7.0%
Some college	7	8.1%
Graduated college	52	60.5%
Completed graduate school	20	23.3%
Completed doctoral degree	1	1.2%
US citizenship status		
US citizen	43	50.0%
Naturalized US citizen	26	30.2%
Permanent resident (green card holder)	15	17.4%
On visa	2	2.3%
Asian subgroup heritage by region		
East Asians	62	72.1%
Southeast Asians	17	19.8%
South Asians	7	8.1%
Asian Subgroup Belongness		
Belongs	65	75.5%
Not belongs	21	24.4%

Table 3 shows the means and standard deviations of participants among variables.

Table 3. Mean of the Major Variables

Variable	M	SD	Min.	Max.
Model Minority	20.85	4.05	5	25
Perpetual Foreigner	18.30	4.30	9	42
Subgroup Belongingness	1.24	.432	1	2
Intersectionality	16.43	4.04	5	25
Job Demand	43.34	5.23	25	53
Job Resource	35.00	13.15	21	70
Appreciation	16.65	2.20	12	20
Burnout	77.27	13.27	45	107

The Model Minority scale had a mean score of 20.85 with a standard deviation of 4.05 from the nine-item IM-4. The Perpetual Foreigner scale had a mean score of 18.30 with a standard deviation of 4.30 from the seven-item perpetual foreigner stereotype scale. The Intersectionality scale had a mean score of 16.43 with a standard deviation of 4.04. As these scales were tailored to suit the study's specific target population, no comparison was made with any other existing scales. The Job Resource scale had a mean score of 35 with a standard deviation of 13.15, while the Job Demand scale had a mean score of 43.34 with a standard deviation of 5.23. According to a study conducted in China, social workers experience higher levels of burnout, with a mean score of 53.9 and a standard deviation of 16.5. They also face higher job demands with a mean score of 38.5 and a standard deviation of 6.5, but have lower job resources with a mean score of 40.8 and a standard deviation of 7.0 (Xie et al., 2021). Lastly, the Appreciation scale had a mean score of 16.65 with a standard deviation of 2.20. No comparison was able to be made since the scale was built up based on the qualitative study findings.

Table 4. Results of correlations between study variables

Measures	1	2	3	4	5	6
1 Model Minority	-					
2 Perpetual Foreigner	-.16	-				
3 Intersectionality	.26*	-.43**	-			
4 Job Demands	.52**	-.33**	.50**	-		
5 Job Resources	-.56**	.32**	-.54**	-.66**	-	
6 Appreciation	.42**	.02	-.22*	.14	-.07	-
Burnout	.38**	-.27*	.53**	.74**	-.61**	.01

*p<.05, **p<.01 (two-tailed)

Bivariate analyses were conducted to examine the relationship between various variables, except subgroup identity, as shown in Table 4. In terms of Asian subgroup belongingness, in other words, when participants were asked how they identify themselves in the Asian groups, subgroup ethnic identity versus overarching Asian racial identity, no significance was detected among the two groups (by conducting T-tests).

The author further analyzed each element of Racial Positioning separately to determine which element was most significantly related to other variables. Model Minority Stereotypes and Perpetual Foreigner Stereotypes were found to be related. The study found that there was a significant link ($p<.01$) between Model Minority Stereotypes, Perpetual Foreigner Stereotypes, and Intersectionality with Job Demands (.52, -.33, and .50) and Job Resources (-.56, .32, and -.54). The study also showed that Job Demands and Job Resources had significant links to Burnout (.74 and -.61). However, both Job Demands and Job Resources showed no significant relationship with Appreciation.

The author conducted multivariate analyses to understand the relative impact of six variables on Burnout. Table 5 displays correlations between study variables. The variables Model Minority, Perpetual Foreigner, and Intersectionality showed no significant relationship to Burnout. However, the study revealed that Job Demands (1.01) and Job Resources (-1.02) significantly predicted Burnout after controlling for all other variables. This means that as job demands increased, Burnout also increased, and as job resources increased, Burnout decreased.

Table 5. Results of correlations between study variables

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	34.068	26.094		1.306	.195
Model Minority	.198	.303	.047	.655	.514
Perpetual Foreigner	.569	.329	.105	1.727	.088
Intersectionality	.304	.440	.054	.691	.492
Job Demands	1.013	.360	.233	2.817	.006***
Job Resources	-1.024	.151	-.579	-6.767	<.001***
Appreciation	1.319	.733	.125	1.800	.076

R=.869, Total R=.755, *p<.05, **p<.01, ***p<.001.

Hypothesis 1: Racial Positioning and Racial Realities of bicultural and bilingual Asian human service workers are related to their working conditions and the social support they receive from their family, work, and community.

Figure 1. Bivariate association between Model Minority Perception and Job Demands and Job Resources
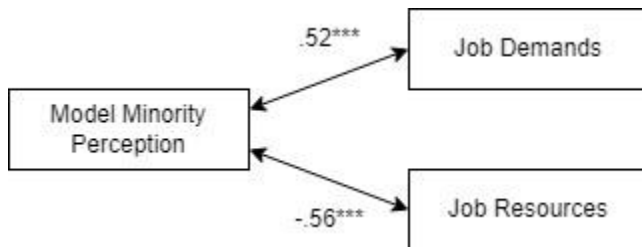
In order to understand the bivariate correlation between Rational Positioning and Job Demands and Job Resources, first, as shown in Figure 1, Model Minority Perception was first measured. The results showed there was a relationship among these variables. The mean value for the model minority perception was 20.85 with a standard deviation of 4.05. The perception was positively related to Job Demands with a mean value of 43.34 and a standard deviation of 5.23. On the other hand, it was negatively related to Job Resources with a mean value of 35.00 and a standard deviation of 13.15. Both of these

associations were significant with a p-value of .001 at an alpha level of .05. This means

that the hypothesis, which states that the perception of model minority is associated with

job demands and job resources among bicultural and bilingual Asian human service

workers, is accepted.

Figure 2. Bivariate association between Perpetual Foreigner Perception and Job Demands
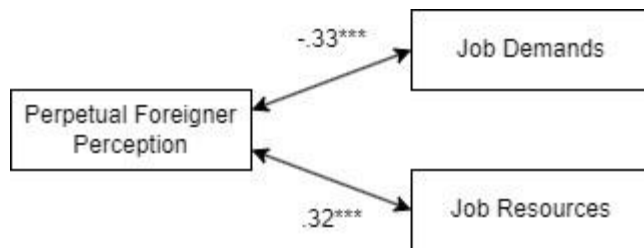and Job Resources

Figure 2 presents the bivariate correlation between the perpetual foreigner

perception and its association with job demands and resources. The mean score for

perpetual foreigner perception was 18.3 (SD=4.30), and it had a negative relationship

with job demands, which had a mean score of 43.34 (SD=5.23), and a positive

relationship with job resources, which had a mean score of 35.00 (SD=13.15). Both

associations were significant (p=.001; α=.05). Thus, it means that the hypothesis that

perpetual foreigner perception is associated with job demands and resources among

bicultural and bilingual Asian human service workers is accepted.

In order to understand the relationship between Rational Realities and Job

Demands and Job Resources, Asian workers' subgroup belongingness was examined

using the T test to compare the two groups: those who identified as Asian subgroup and

those who did not identify as Asian subgroup. There were 65 participants who indicated

that they identified themselves as within their Asian subgroups. These participants (M =

43.48, SD = 5.28) were compared to the 21 participants in terms of their Job Demands

(M = 42.48, SD = 5.63). There was no significant difference between these two groups: *t*

(.564), *p* = .099. However, when they were compared with their Job Support, there was

significant differences. Those who identified themselves with Asian subgroups (65; M =

33.52, SD = 11.84) received fewer Job Supports than those who do not (21; M = 39.52,

SD = 16.00): *t* (5.91), *p* = .090. Thus, subgroup belongingness and its association with
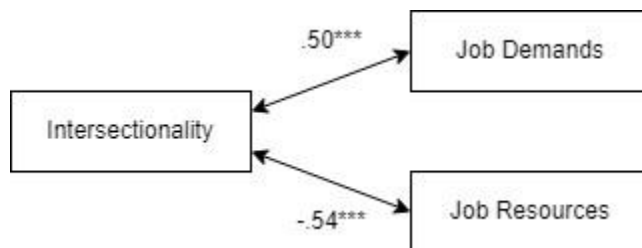
Job Demands and Job Resources is not accepted.

Table 6. T test results comparing those with and without Asian subgroup belongingness, and with their Job Demands

Subgroup Belongingness	n	Mean	SD	t-test	P
Yes	65	43.38	5.28	.564	.455
No	21	42.48	5.63		

Table 7. T test results comparing those with and without Asian subgroup belongingness, and with their Job Resources

Subgroup Belongingness	n	Mean	SD	t-test	P
Yes	65	33.52	11.84	5.91	.017
No	21	39.52	16.00		

Figure 3. Association between Intersectionality and Job Demands and Job Resources
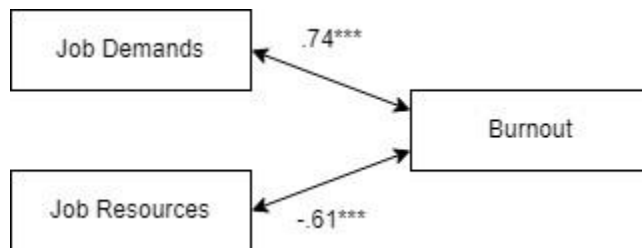

Next, Figure 3 presents a relationship between the intersectionality and its

connection with Job Demands and Job Resources. The mean of Intersectionality is 16.43

(SD = 4.04), and it had a positive correlation with Job Demands (Mean 43.34; SD = 5.23)

and a negative correlation with Job Resources (Mean 35.00; SD = 13.15). Both

correlations were statistically significant ($p = .001$; $\alpha = .05$). These results confirm that

relationship between intersectionality and job demands and job resources among

bicultural and bilingual Asian human service workers is valid.

Hypothesis 2: Bicultural and bilingual Asian human service workers' Job Demands

and Job Resources are related to their Burnout.

Figure 4. Association between Job Demands and Job Resources and Burnout

In Figure 4, a relationship between Job Demands, Job Resources, and Burnout

was presented. The mean value of Job Demands was 43.34 with a standard deviation of

5.23 while the mean value of Job Resources was 35.00 with a standard deviation of

13.15. Both Job Demands and Job Resources were associated with Burnout, which had a

mean value of 43.34 with a standard deviation of 5.23. Job Demands was positively

related to Burnout, while Job Resources was negatively related to it. The associations

between both variables and Burnout are significant ($p = .001$; $\alpha = .05$). Therefore, we can

conclude that the hypothesis that Job Demands and Job Resources are associated with

Burnout among bicultural and bilingual Asian human service workers is accepted.

Hypothesis 3: Workers' feelings of appreciation is related to Job Demands, Job

Resources, and Burnout.

Figure 5. Association between Job Demands and Job Resources and Appreciation
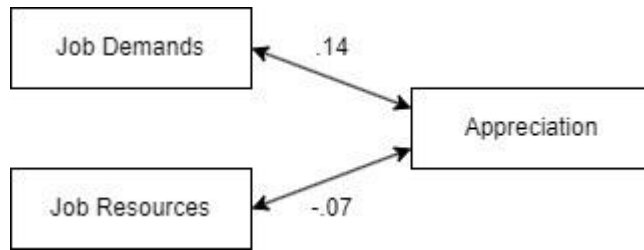

Figure 6. Association between Appreciation and Burnout
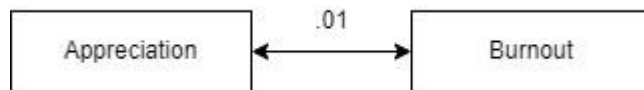
Figure 5 presents a relationship between Job Demands and Job Resources and Appreciation, while Figure 6 presents a relationship between Appreciation and Burnout. Job Demands (Mean 43.34; SD = 5.23) and Job Resources (Mean 35.00; SD = 13.15) were not significantly associated with Appreciation (Mean 16.6; SD = 2.20). In addition, Appreciation was not significantly associated with Burnout either. This indicates that the hypothesis that workers' appreciation of their work is related to Job Demands and Job Resources as well as burnout is rejected.

Scale Reliability

The author employed scales that have already been utilized. The Model Minority Myth Measure (IM-4) by Yoo and colleagues (2021) and Awareness of the Perpetual Foreigner Stereotype Scale by Huynh and colleagues (2011) were used. For intersectionality, the Intersectional Discrimination Index by Scheim and Bauer (2019) was used. To arrive at this conclusion, the author conducted a thorough screening of the data by identifying variables that were linked to form a significant relationship based on

the conceptual model, as shown in Table 5. The author then measured the reliability of each variable by calculating Cronbach's α of all the items of each variable. The results showed (Table 7) that all seven variables had a reliability score above .70, indicating an acceptable level of reliability.

Table 8. Cronbach's alpha

Variable	α
Model Minority	0.75
Perpetual Foreigner	0.91
Intersectionality	0.82
Job Demands	0.82
Job Resources	0.97
Appreciation	0.70
Burnout	0.85

Conclusion

In this study, a total of 138 participants took part in the survey. However, 52 cases were excluded due to missing information, leaving a final sample size of 86 respondents. The demographic characteristics of the remaining participants were consistent with the existing information, with East Asians being the largest subgroup (72%) as per the national demographics. Moreover, female participants were almost thrice the number of male participants. Over 97% of the participants had no visa restrictions to work in the United States.

In order to closely examine the association amongst variables, the author conducted a thorough screening of the data by identifying variables that were linked to form a significant relationship based on the conceptual model. The author then measured the reliability of each variable by calculating Cronbach's α of all the items of each variable. The results showed that all seven variables had a reliability score above .70, indicating an acceptable level of reliability.

Regarding the research questions on the relationship between model minority perception, perpetual foreigner perception, subgroup belongingness, intersectionality, job demands, job resources, appreciation, and burnout, the results indicated that except for subgroups belongingness and appreciation, all the other variables showed a statistically significant link among them. Although there were some differences between the first qualitative study, the results clearly indicated that there are links between the Asian racial positioning and racial realities and their working conditions and burnout, even with a small sample size.

Chapter 8: Discussion

In this chapter, an overall conclusion of the mixed-method study findings is presented, followed by a summary of the thesis and study limitations. Finally, the contribution of the study is presented.

Overview of the Research

Chapter 1 has outlined the significance of this research, and it is helpful to restate its aims to highlight its contribution to the study of bicultural and bilingual Asian human service workers and their working conditions, as well as their burnout. It is to investigate the understanding of bicultural and bilingual Asian human service workers in relation to their burnout. Thus, the primary research questions are 1) to understand bicultural and bilingual Asian human service workers' racial positioning and racial realities and 2) to examine how their racial positioning and racial realities are related to the working conditions and social support of bicultural and bilingual Asian human service workers and 3) to examine how racially informed working conditions and social support among these workers are related to their burnout. To answer these questions, an exploratory sequential mixed method study has been adopted, as this area of research is highly under-researched and un-researched.

Since this research is exploratory in nature, it employs theoretical frameworks that have not been used in previous studies on bicultural Asian human service workers. The study adopts Asian CRT as a meta-theory, which focuses on race, racism, racial oppression, racial discrimination, and the racial experiences of Asian Americans. This framework helps to address gaps in the existing studies. Due to immigration history and challenges, socially constructed perceptions from society, and racially motivated

discrimination during the COVID-19 pandemic faced by Asian people, the working

conditions and burnout of bicultural and bilingual Asian human service workers are not

separate from their racial experience in the United States. Therefore, Asian CRT is the

most fitting framework to explain their racial experiences and challenges among Asian

people in the United States. Bicultural and bilingual Asian human service workers belong

to this racial group.

There are reports indicating that bicultural workers tend to have heavier

workloads than their monolingual counterparts (Engstrom et al., 2009; Lee, 2022). Since

the start of the COVID-19 pandemic, bicultural workers have been responsible for

gathering and sharing timely public health information and helping clients access

appropriate care and services. This trend is expected to continue even after the pandemic

ends (Lee, 2022). The demand for bicultural workers is often linked to cultural and

linguistic differences in Asian immigrant communities, as well as the rise in racially

motivated crimes against Asians during the pandemic. This increased workload in health

and social services can result in burnout among these workers, particularly in the human

services field, where burnout rates are high compared to burnout in other professions.

Most research on burnout has been conducted either as stand-alone quantitative

studies or explanatory sequential study design as mixed-method studies (quantitative

study as the first phase and qualitative study as the second phase) using the JD-R model

based on the formation Bakker and Demerouti (2014) created in the late 20th century

(Kim & Stoner, 2008; Van Bogaert et al., 2017). As two significant characteristics of jobs

are divided into job demands and job resources, researchers often measure the constructs

of each element and find the causal relationship between these two factors and burnout

and/or other factors directly related to their quality of life. Thus, those studies first utilize a cross-sectional survey design to capture relevant constructs under the JD-R model and their effects on burnout to generalize the path between them. However, this research uses an exploratory sequential mixed method design (qualitative study first and quantitative study next, based on the findings from the qualitative study) in order to sharpen our understanding of racially informed working conditions and social support. The one-on-one interview using the purposive sampling of bicultural and bilingual Asian human service workers is used for the qualitative study design. Then, a cross-sectional survey among a larger pool of these workers is used for the next quantitative research phase. So, this research also utilizes the JD-R model as mid-level theory. The exploratory sequential mixed-method study's two-phase approach is particularly useful for developing new instruments, revising existing instruments and treatment protocols, and testing a theory. This research is almost unique in its research methods, as this approach is not commonly used by other researchers. They often fail to consider racially and culturally informed constructs specific to Asian populations.

In the context of Asian CRT and the JD-R model, this mixed-method study explores how bicultural and bilingual Asian human service workers' racial positioning and racial realities in the United States are related to their working conditions and social support. By adopting two tenets (Asianization and Transnational contexts) of the Asian CRT, the author linked bicultural and bilingual Asian human service workers' racial positioning in the United States. For instance, Asians are regarded as a "model minority" while they are also reflected as "perpetual foreigners," no matter how many generations settled in this country. By adopting two tenets [Strategic (Anti)essentialism and

Intersectionality] of the Asian CRT, the author linked bicultural and bilingual Asian human service workers' racial realities in the United States. For instance, no two Asian workers share the same experience, as their traits influence each differently.

Furthermore, this research aims to explore the relationship between their working conditions (such as increased workload and job-related stress as the constructs of job demands) and social support (such as support from family, community, and work as the constructs of job resources) as these are related to their burnout. Based on these aims, this research addresses two questions. Firstly, it seeks to understand the relationship between the racial positioning and racial realities of bicultural and bilingual Asian human service workers in the United States and their working conditions and social support while assisting Asian clients. Secondly, it aims to investigate how these racially informed working conditions and social support impact the burnout levels of bicultural and bilingual Asian human service workers.

First Phase of Qualitative Study

The initial qualitative study was designed to have a focus group method. However, after the feedback from the potential participants of bicultural and bilingual Asian human service workers, the IRB amendment was submitted. Due to the very small number of bicultural and bilingual Asian human service workers in the Asian communities, the potential participants were afraid of losing anonymity. Once the IRB amendment approval was obtained, a one-on-one interview was conducted with individuals who expressed interest in participating in the study. Twelve bicultural and bilingual Asian human service workers were interviewed. Out of those twelve, eleven met the criteria and ultimately participated in the interview.

Adopting a phenomenological approach, the study focused on four main themes: the experience of acculturation as immigrants among bicultural and bilingual Asian human service workers, the working conditions they faced, their Asian racial identity, and the impact of the pandemic on their work. During the analysis phase, major themes - Asian Human Service Workers and Working Conditions, Pandemic and COVID-19 related racism, Asian Human Service Workers, their Subgroup Identity and their Intersectionality, and Asian Human Service Workers: Helping Professionals – emerged.

Participants discussed their experiences with acculturation and their working conditions, specifically in relation to job demands and job resources. They also shared their perspectives on Asians, such as the model minority and perpetual foreigner perceptions, and how these stereotypes impacted their work. Additionally, they explored how their subgroup identity and various other aspects of their identity relate to their work. They acknowledged that their organizations' expectations for them - including increased workload and less support - somewhat differ from those for their peers. Bicultural and bilingual Asian workers often felt the pressure to take on more responsibilities from their clients due to their shared cultural and linguistic backgrounds. This sense of belongingness to their subgroup, along with other personal factors such as age, gender, and religious background, created a rewarding experience for them as they helped their community members. These workers also felt that the appreciation from the community members mattered as they internalize their self-appreciation. However, it also blurred the line between work and personal life. These workers faced the impact of their racial positioning and racial realities on their working conditions and burnout in their organizations.

Second Phase of Quantitative Study

The second quantitative phase of the study relied on relevant literature and findings from the first qualitative phase. The purpose of the quantitative analysis was two-fold. Firstly, it aimed to explore the relationship between the racial positioning and reality of Asian human service workers and their working conditions and social support. Secondly, it examined how job demands and resources affect burnout among these workers. The initial qualitative study was guided by the Asian CRT and JD-R models, which served as the primary theoretical frameworks. In addition, the newly found theme of appreciation from the initial qualitative study phase was added in the conceptual framework to find the relationship between the job demands and job resources and burnout. Although bicultural and bilingual workers' sense of appreciation was found to help them cope with increased job demands and lack of support, potentially preventing burnout in the first qualitative study phase, this was not supported by the quantitative data. Appreciation did not show a significant relationship with any of the three variables: job demands, job resources, and burnout. In order to test the relationship, the following relationships are hypothesized in the quantitative study:

Hypothesis 1: Racial Positioning and Racial Realities of bicultural and bilingual Asian human service workers are related to their working conditions and the social support they receive from their family, work, and community.

To accomplish this, the study examined the relationship between model minority and perpetual foreigner perceptions of bicultural and bilingual Asian human service workers and their Job Demands and Job Resources. Secondly, it also examined the

relationship between subgroup belongingness and intersectionality of bicultural and bilingual Asian human service workers and their Job Demands and Job Resources.

Hypothesis 2: Bicultural and bilingual Asian human service workers' Job Demands and Job Resources are related to their Burnout.

To explore this, the study examined the association between Job Demands and Burnout and the association between Job Resources and Burnout, based on the JD-R model by adopting bivariate and multiple regression analysis. During the examination, it was confirmed that Job Demands and Job Resources directly relate to Burnout experienced by bicultural and bilingual Asian human service workers.

Lastly, the study also examined the association between appreciation and Job Demands, Job Resources, and Burnout, as feelings of appreciation were found to be critical for bicultural and bilingual Asian human service workers' working conditions, social supports, and burnout.

Hypothesis 3: Workers' feelings of appreciation is related to Job Demands, Job Resources, and Burnout.

A total of 138 human service workers who were bicultural and bilingual Asians took part in the study. However, 52 cases were excluded from the final sample of 86 respondents due to missing information. These excluded cases were missing completely at random (MCAR), and they represented almost 30% of the total cases. To handle this issue, the author decided to follow the suggestion of Lee and Hubert (2021) and remove the entire rows instead of filling in missing data. This decision was based on the general agreement among various scholars that if more than 10% of data is missing, it could result in biased outcomes.

The Asian racial positioning - model minority perception and perpetual foreigner perception - and intersectionality showed the clear association with both job demands and job resources while subgroup belongingness and appreciation did not. Compared with the findings from the qualitative study, there were links between the Asian racial positioning and Asian racial realities and their working conditions and burnout, even with a small sample size in the quantitative study. There was no significant association found between feelings of appreciation and Job Demands, Job Resources, and Burnout. This indicates that the hypothesis that workers' appreciation of their work is related to Job Demands, Job Resources, and Burnout is rejected.

Mixed-Method Research Findings

In the exploratory sequential mixed method study, the initial qualitative study indicated that both model minority and perpetual foreigner perceptions, which this research conceptualized as "Racial Positioning" of Asians in the United States, made impacts on their working conditions. Most participants were very mindful of social perceptions and stereotypes of interviews. "Model minority" was understood that there is as an expectation placed on Asian Americans as a group: someone who belongs to this group would be intelligent, good at math, science, and technology, wealthy, hardworking, docile, submissive, uncomplaining, and self-sufficient, so they do not seek help. The "Perpetual foreigner" was understood that Asians would be placed as "other" groups in the White-dominated society of the United States. It categorized Asians as inherently foreign and, therefore, not truly belonging in US society. Bicultural and bilingual Asian human service workers were facing increased workloads while they often lacked support from their organizations and peers. In short, these workers found that their job demands

for these workers was higher, while peer and organizational support was decreasing. This was aligned with "subgroup identity" and "intersectionality," which this research conceptualized as "Racial Realities." They also indicated that sharing the same culture and language helped participants understand the needs of their clients, as participants strongly identified themselves with their ethnic group. Because of these understandings, their workload tended to be increased.

Also, combined with other intersecting identities of participants, they often mentioned that gender, age, and other forms of intersection made an impact on their working conditions, especially their roles in the organizations. In short, these workers found that their subgroup identities and Intersectionality create more work and less support and provide less career development. In the second quantitative study, the survey results indicated that there was a significant link (p<.01) between Model Minority and Perpetual Foreigner stereotypes as well as Intersectionality and Job Demands and Job Resources of participants. However, when asked about participants' subgroup belongingness and its impacts on their Job Demands and Job Resources, it did not make any significant differences (this was the only difference between the qualitative study and quantitative study). Thus, the first hypothesis, "Racial Positioning and Racial Realities of bicultural and bilingual Asian human service workers are related to their working conditions and the social support they receive from their family, work, and community," was partially accepted. The Racial Positioning of bicultural and bilingual Asian human service workers was related to their working conditions and social support. However, the Racial Realities of bicultural and bilingual Asian human service workers was not related to their working conditions and social support.

In regard to the bicultural and bilingual Asian human service workers' Job Demands and Job Resources, as well as Burnout, the initial qualitative study did not specifically indicate Burnout as it is related to working conditions and support. Based on the themes related to these concepts (working conditions and social support), participants indicated higher workload, role confusion, and lack of social support. Based on these, one could assume that Burnout could be suspected. The second quantitative study phase measured Job Demands, Job Resources, and Burnout based on the JD-R model. The results indicated that Job Demands is positively related to Burnout, while Job Resources is negatively associated. The associations between variables and Burnout were significant ($p = .001$). Thus, the second hypothesis, "Bicultural and bilingual Asian human service workers' Job Demands and Job Resources were related to their burnout," is accepted. This suggests that Burnout among bicultural and bilingual Asian human service workers is primarily influenced by Job Demands rather than Job Resources, which is consistent with most Burnout research as proposed by Maslach and Jackson (1986).

Strengths and Limitations

This research has a number of strengths, including being one of the only mixed-method studies and possibly the only exploratory sequential study that focuses on the working conditions and burnout of bicultural and bilingual Asian human service workers. This study explored the under-researched and un-researched populations of bicultural and bilingual Asian human service workers. As the United States becomes a more diverse country with unprecedented demographic changes, such as the highly increasing number of Asian immigrant populations by 2050, the demands for Asian human service workers will only grow. This current number of Asian social workers does not align with these

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demographic changes; it is rather decreasing (Lee, 2020). However, not many studies have been conducted on these workers. Also, during the pandemic, Asians became the target of racially motivated crimes and experienced unheightened racism on top of ever-evolving public health measures, which eventually added more burden on bicultural and bilingual Asian human service workers to intervene (Lee et al., 2023). Thus, studies on bicultural and bilingual Asian human service workers and their working conditions that adopt a unique methodological approach are timely and relevant - exploratory sequential mixed method research - considering the limited existing studies.

Furthermore, this research utilizes Asian CRT to understand how Asian's racial experiences is related to their working conditions. This is perhaps a unique approach, as many existing studies only adopt the theories that are rooted in acculturation and acculturative stress in understanding Asian immigrants. As Asian CRT focuses on race, racism, racial oppression, racial discrimination, and the racial experiences of Asian Americans, this methodological approach of adopting the Asian CRT in this research helps to address gaps in existing studies. By focusing the unique tenets - Asianization and Transnational contexts – this research conceptualizes the Rational Positioning of Asians in the United States, which has never been utilized in any existing studies. Compared with the CRT and LatinX CRT (LatCrit), Anti(essentialism) and Intersectionality are all included as the tenets of these theories.

Lastly, most research on burnout has been conducted either as stand-alone quantitative studies or explanatory sequential study design as mixed-method studies (quantitative study as the first phase and qualitative study as the second phase) using the JD-R model. As two major characteristics of jobs are divided into job demands and job

resources, researchers often measure the constructs of each element and find the causal relationship between these two factors and burnout and/or other factors directly related to their quality of life. Thus, those studies first utilize a cross-sectional survey design to capture relevant constructs under the JD-R model and their effects on burnout to generalize the path between the two. However, this research uses an exploratory sequential mixed method design (qualitative study first and quantitative study next, based on the findings from the qualitative study) in order to sharpen our understanding of racially informed working conditions and social support of bicultural and bilingual Asian human service workers. This two-phase approach is known to be particularly useful in developing a new instrument and revising existing instruments and treatment protocols and developing and testing a theory. As shown in the second phase of quantitative study, the association between Job Demands and Job Resources, and Burnout is proved to be aligned with other studies targeting diverse human service professionals. The Job Demands is positively associated with Burnout, while Job Resources is negatively associated with Burnout.

Another contribution of this research is to expand knowledge on bicultural and bilingual Asian human service workers, who play critical roles in Asian ethnic minority communities to promote health and wellness of the members. Due to the lack of research on bicultural and bilingual Asian human service workers and the LEP client population in general, there are no existing theories that could be applied to this research. While Asian CRT has done great work in explaining the Asian racial experience, there are some existing measurement tools, but not all of them exist to measure some of the focal points such as Asianization and intersectionality.

Therefore, the qualitative study findings were used to develop the measurement tools. Although subgroup belongingness was critical in the initial qualitative studies, it was challenging to create a question directly related to the findings in the following quantitative study. The question regarding subgroup belongingness was, "Do you see yourself as a sub-group member over Asian American? For example, if your parents or you are from China, do you identify yourself as Chinese American over Asian American?" The results did not show any differences between the two groups who answered either "Yes" or "No." Thus, subgroup belongingness is the only concept that did not show any critical link between the job demands and job resources. However, if this concept could be developed further in the following studies, different results could be found.

This research also has some limitations. One major limitation is the small sample size in both qualitative and quantitative studies. Since there are not many bicultural and bilingual Asian human service workers in proportion to the Asian demographic and the number of human service professionals in the field, the qualitative study was conducted with only 10 participants (after 11 interviews), while the quantitative research was conducted with 86 participants (after 138 survey participants). In the first qualitative study, the sampling design was changed from a focus group to a one-on-one interview due to anonymity issues. Although the participants were located all over the United States, potential participants were afraid of being exposed to other workers as they understood that Asian communities are very close-knit. Additionally, as there were only one or two bicultural and bilingual human service workers in their respective communities, potential participants preferred to keep their challenges private. In the

second quantitative study phase, the author contacted various platforms to recruit participants, but reaching out to potential participants was challenging and did not yield the expected results.

In addition, the first qualitative study revealed that the theme of "appreciation" was critical, but this was not the case in the following quantitative study. During one-on-one interviews, many participants mentioned that their work within the Asian community depended on the appreciation they received from their ethnic community members and family members as well as their supervisors and coworkers. Some even indicated that it could lead to their own appreciation since they are helping professionals with bicultural and bilingual capacity. Therefore, the quantitative study adopted 4 items based on the qualitative study findings, to explore the theme of "appreciation" further. The Cronbach's α of appreciation among the 4 items was .70, which is an acceptable value. However, the small sample size and fewer items in the measurement tool could have created no significance for Burnout. Therefore, while the appreciation theme was found critical in reducing Burnout among bicultural and bilingual workers, it was non-significant when measured with an unclear reason. This could be explored in the next research.

Implications

In the long run, this research aimed to help promote and retain bicultural and bilingual human service workers by analyzing how their racial positioning and realities in society relates to their professional burnout. By incorporating racial factors into the research to measure bicultural and bilingual Asian human service workers' working conditions and burnout, this research has potential to contribute to the policy implications for managers, administrators, human service advocates, and policymakers in the human

services sectors. To better manage their diverse workforce, administrators in the human services sectors can take a holistic approach. This involves designing creative solutions for managing workload pressure, emotional exhaustion, and job frustrations. It is important to advocate for policy changes and legislative actions that establish manageable workloads for human service workers. This can help reduce job burnout and retain workers, especially those in non-traditional working environments, as emphasized by Thomas and colleagues (2014).

In light of the COVID-19 pandemic, it has become apparent that human service workers from marginalized racial and ethnic groups have been experiencing emotional, physical, and mental strain while serving their communities (Lee, 2020; Lee, 2022). To address these issues, various organizations have taken steps to initiate conversations and introduce educational sessions on racial issues. By adopting a Diversity, Equity, and Inclusion (DEI) policy, organizations can demonstrate their commitment to increasing awareness of systemic racial inequities and promoting a more inclusive work environment that supports bicultural and bilingual human service workers. Encouraging the growth and retention of these workers can promote community engagement and empowerment within ethnic minority populations. Additionally, promoting these workers allows us to identify which language access services are in demand in the health and social service fields. This information can be used to develop appropriate language resources and services for limited English proficiency (LEP) populations. These priorities are emphasized by the Office of Minority Health (OMH) at the U.S. Department of Health and Human Services (HHS) as a result of the COVID-19 pandemic (2021).

By focusing on these priorities, we can prepare for the ever-increasing diversity of the U.S. population and the growth in cultural and linguistic competency fields. We must also adapt to new national policies and legislation, such as the Affordable Care Act (ACA) and American Rescue Plan Act (ARPA) of 2021, which are crucial to the nation's public health and the well-being of all populations (Office of Minority Health, 2021).

Appendix A. Qualitative Study Interview Questions

Interview Consent & Guide

Instructions for the interviewer:
Read through each section with the potential interviewee. At the bottom, check whether they had additional questions, and check whether they gave consent. Do not proceed with the questions if they do not consent. Do not put their name nor their agency name anywhere on the form or your notes.

Thank you for taking the time to talk to us. We will probably speak for around 45 minutes. Before we begin, I want to go through the details of the study and get your consent for the interview. Then, if you consent, we will proceed with four questions, and there will be a time for you to share any additional input with us.

1) Title
The title of this study is "Bicultural and bilingual Asian human service workers and their job demands and job resources"

2) Purpose and General Description of the Study
This project uses information from the bicultural and bilingual Asian human service workers who work with Asian immigrant population with limited English proficiency. It is to explore their understanding of their job demands and job resources in relation to their racial positioning and racial realities in the United States.

3) What does participation involve?
If you choose to participate, you will be interviewed for about 45-50 minutes, asking six general questions in a **one to one session** about your thoughts on your working conditions, more specifically your job demands and job resources and how you being an Asian influence your working conditions. This meeting will be recorded so after the interview, the content of the interview can be transcribed for data analysis.

4) Confidentiality
This is a confidential interview. Neither your name nor your agency name will be attached to the notes I am taking. However, the possibility of being identified exists. No guarantees can be made regarding the confidentiality of the interview data. If you feel your participation will put you at risk, you may opt-out of the study.

5) Risks of participating in the study
Some people feel that providing information for the research project is an invasion of privacy. Some people feel a little self-conscious when they speak in an interview. We will do everything we protect your privacy and comfort; details on these will be provided before we start the interview.

6) Benefits to participants or others

You may not directly benefit from taking part in this research. However, it is hoped the results of this study will help promote and retain bicultural and bilingual Asian human service workers like you.

7) Compensation

There will be no compensation for participating in this research.

8) Deception

There is no deception used in this study.

9) Voluntary participation

Your participation is entirely voluntary. You can withdraw from the study at any time. You do not have to answer any questions that you don't want to answer. If you choose not to participate, there will be no penalty or loss of any benefits for not participating.

10) Questions about the research and rights of research participants

If you should have any questions about the study, please feel free to call or email the Principal Investigator, Sangeun Lee, at slee22@brynmawr.edu; 484-904-2319. If you have questions about your rights as a research participant, please be in touch with my doctoral committee chair, Professor Sousa at the Graduate School of Social Work and Social Research of Bryn Mawr College (csousa@brynmawr.edu)

☞ _____Interviewer fill out remainder for EACH interview_____
☞ Interviewer mark for each person interviewed:
Are you 21 or older? Yes _____ No_____
Have you read this consent form or had it read to you? Yes_____ No_____
Were all of your questions about the study answered to your satisfaction?
Yes___ No ____
Have you been given a copy of this consent form? Yes_____ No_____
Do you agree to participate in this research? Yes_____ No_____
Do you give permission to record the interview? Yes__ No___
☞ Date of one-on-one interview: _____
☞ Interviewer name (printed):
_____
☞ Interviewer signature:
_____

Questions:

1. Please tell us about yourself and your acculturation.
2. Please tell us a little about the type of work you do.
3. What kind of demands do you face in your work
4. What kind of demands do you face in your work.
5. How do you find your job and it being related to you being an Asian?

6. **Your overall views on being an Asian worker and its influence on your job, especially workload and support you have.**

Appendix B. Qualitative Study Recruiting Email

Hello,

My name is Sangeun Isabel Lee. I am the Principal Investigator for my doctoral dissertation on bicultural and bilingual Asian human service workers and their working conditions. In order to do this study, we are seeking out talking to people serving Asian immigrants in the human service organizations. You are invited to participate in a **one-on-one** interview related to your experience as a bicultural and bilingual Asian human service worker. We would greatly appreciate learning from your firsthand experience so that I can understand your working conditions and burnout better for the study.

Information about the interview:

> The interview will be related to your working conditions in your organizations. More specifically I am interested in your job demands and job resources and how they are influenced by you being an Asian working with immigrant populations.

> Interviews will last approximately 45 to 50 minutes and will be conducted either virtually and in-person for your preference. Upon your consent, typed notes and a virtual meeting recording will be taken during the interview.

Risks and benefits of participation:

> I would like to hear about your experience a bicultural and bilingual Asian human service workers and how you find your job related to you being an Asian. There are no direct benefits for participating in this research. However, participants may find it interesting to discuss the challenges you face while performing their jobs. Results of this research may be beneficial to further developing diverse workforce in the human service fields to promote and retain bicultural and bilingual workers like you.

If you are interested in participating or have questions, please contact me via e-mail at slee22@brynmawr.edu or via phone at 484-904-2319.

Thanks for your time reading this e-mail.

Sangeun (Isabel) Lee, MSW, LSW, CCM
Ph.D. Candidate at the Graduate School of Social Work and Social Research
Bryn Mawr College

Appendix C. Qualitative Interview Questions and Prompts

Prompt for: years of stay in the United States and your nation of origin.
- Who are you close with in your community?
- How do you communicate with your friends and family? By which language?
- In time of personal challenges, who do you communicate with?

Prompt for: years of work in your organization(s) and who do you work with.
- Who are your clients?
- What kind of service do you provide?
- How do you communicate with them?

Prompt for: What kind of demands do you face in your work.
- How do you find your workload considering the amount of time and effort you invest?
- How do you find your workload in general? Do you find that your workload is increased over time based on your experience?
- How do you find your role in your organization? Do you find that your role in your organization(s) is clear, and you have autonomy to perform your job? In other words, do you find your responsibilities well and you can perform them on your own?
- How do you find your other duties in your organization? Do you find that you perform other duties because you speak other languages beside English?

Prompt for: What kind of support do you receive in your work.
- How do you think about receiving support from people around you? In time of if you need assistance in performing your work, do you find that you get enough support from your peers, supervisors, and organization(s)?
- How do you think about receiving support from people you work with? In time of working with your Asian clients, do you get enough support from your supervisors and organization(s)?
- Do you see your professional development in your organization(s)?
- How do you think about receiving emotional and social support in general? Do you find that you get emotional and social support from your family, friends, and community members outside your job?

Prompt for: How do you find your job and any relation to your being an Asian? Do you find that your job is related to you being an Asian in the society?
- Do you find that you have to meet a certain expectation in performing your job? Do you see that you have to perform better than other racially & ethnically marginalized workers?
- Do you find that you treated differently because of you being Asian and work with Asian people who may be viewed as foreigners in the society?
- Do you find that your job may have impacted by you belonging in a specific subgroup Asian community?
- Do you find that you are fully appreciated with your personal characteristics?
- Your overall views on being an Asian worker and its influence on your job, especially workload and support you have.

Appendix D. Quantitative Study Interview Questions

<u>Consent Form</u>

1) Title of Study
Working Conditions and Burnout Among Asian Human Service Workers

2) Purpose and General Description of the Study This is a research study.
This study is independent research by Sangeun (Isabel) Lee, a Ph.D. candidate at the graduate school of social work and social research at Bryn Mawr College. The purpose of this research is to seek understanding of the working conditions and burnout among bicultural and bilingual Asian human service workers while considering Asian's racial stereotypes and Asians' subgroup identity and intersectionality. There is no funding granted for this research.

3) What does participation involve?
Adopting the quantitative research method for this study, the data will be collected via surveys using Qualtrics. The PI will outreach the potential subjects both online and offline (in-person), such as calling by locating the number from the ethnic newspaper advertisement or an online advertisement. The survey is composed of five parts: 1) demographic information, 2) Asian racial positioning (model minority and perpetual foreigner stereotypes) and workers' perception, 3) Asian racial realities (subgroup identity and intersectionality) and workers' perception, 4) Job demands and Job resources, and 5) burnout.

4) Confidentiality, Data Storage, Data Deletion at end of Research
This research does not ask for your name nor your personally identifiable information. Your participation remains anonymous at all times. Your responses that could possibly be linked to specific individuals will not be revealed by the research team. The primary survey data will be protected by using 1) password protected computers and 2) password protected online survey platform, 3) secured Wi-Fi network, and 4) password protected files and the data will be shared only among the research team. As PI in a Ph.D. program student, the data will be destroyed before her doctoral graduation. As a web-based online survey, the blurb below will be added to the survey: This is an anonymous survey. The data is being collected using a secure (encrypted) connection to the host survey service provider. Results are stored in a password protected account accessible by only the PI. While no absolute guarantees can be made regarding security, these measures provide safeguards against outside agents accessing the electronic data.

5) Risks of participating in the study
The risks of participating are no greater than those experienced in everyday life or you may experience some temporary discomfort (anxiety, sadness, etc.); if it persists, below are the nationwide helpline recommended by the U.S. Department Health and Human services: Lifeline Resources • Call at 1-800-273-8255 • Nacional de Prevención del Suicidio 1-888-628-9454 • Chat with trained counselors • Get help in other ways through the Lifeline Crisis Text Line • Text 'HOME' to 74174 • Send message on Whatsapp • Get help in other ways through the Lifeline Disaster Distress Helpline • Call 1-800-985-5990 (marque 2 para español) • More information on the Disaster Distress Helpline Please also be informed that, at any stage of the survey, you are able to refuse to answer any questions.

6) Benefits to participants or others

There are no direct benefits to you for participating in this research. However, you may find it interesting to take part in the research and it may be beneficial to promoting and retaining Asian human service workers.

7) Compensation
There will be no compensation for participating in this research.

8) Deception
There is no deception used in this study.

9) Voluntary participation
Your participation is completely voluntary. You can withdraw from the study at any time. You do not have to answer any questions that you don't want to answer. If you choose not to participate, there will be no penalty or loss of any benefits for not participating.

10) Questions about the research and rights of research participants
If you should have any questions about the research, please feel free to call or email the Principal Investigator, Sangeun (Isabel) Lee (Principal Investigator) at slee22@brynmawr.edu or call at 484-904-2319. You may reach out to Sangeun (Isabel)'s doctoral program director, Cindy Sousa, at the graduate school of social work and social research (GSSWSR): csousa@brynmawr.edu; 610-526-2623. If you have questions about your rights as a research participant, please be in touch with Gary McDonogh, Professor and Chair, Bryn Mawr College IRB (gmcdonog@brynmawr.edu; 610-520-2635).

I am 18 or older: Yes ____ No____
I have received or I have access to this consent form: Yes____ No____
I have all of my questions about the study answered to my satisfaction: Yes___ No___
I understand in case I have further questions about the study, I can reach out to the PI and her director. Yes___ No___
I agree to participate in this research. Yes____ No____

Please click the button below to proceed and participate in this study if you are answering all those above questions with "YES". If you do not wish to participate, please close out your browser window.

<u>Demographics</u>

What is your gender?
- Male
- Female
- Non-binary / third gender

What is your age?

_____

What is the highest level of education you have completed?
- Graduated from high school
- Some years in college education

- Graduated from college
- Completed graduate school
- Completed Doctoral degree

What is your US citizenship status?
- US Citizen
- Naturalized US Citizen
- Permanent Resident (Green Card Holder)
- On Visa
- DACA
- Non-documented

How long (in years) have you been in the U.S.?

_____

What is your Asian subgroup heritage by region?
- Central Asians (Afghan, Armenian, Azerbaijani, Georgians, Kazakh, Kyrgyz, Mongolian, Tajik, Turkmen, Uzbek)
- East Asians (Chinese, Japanese, Korean, Okinawan, Taiwanese, Tibetan)
- Native Hawaiians and Pacific Islanders (in the U.S. Jurisdictions & Territories) (Carolinian, Chamorro, Chuukese, Fijian, Guamanian, Hawaiian, Kosraean, Marshallese, Native Hawaiian, Niuean, Palauan, Pohnpei an, Papua New Guinean, Samoan, Tokelauan, Tongan, Yapese)
- Southeast Asians (Bruneian, Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Timorese, Thai, Vietnamese)
- South Asians (Bangladeshi, Bhutanese, Indian, Maldivians, Nepali, Pakistani, Sri Lankan)
- West Asians (Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey (straddles Europe and Asia) United Arab Emirates and Yemen)

What language do you speak at home?

_____

What is the level of your English language skill?

	Fair	Good	Excellent
Speaking			
Reading			
Writing			

Which of the following best describes your current relationship status?
- Married
- Widowed
- Divorced
- Separated
- Cohabiting with a significant other or in a domestic partnership
- Never married

Which of the following categories best describes your employment status?
- Employed
- Self-employed
- Unemployed
- Retired

Did COVID-19 impact your employment status in any way?
- Yes
- No

What is your total household income?
- $0 to $49,999
- $50,000-$89,999
- $90,000-$129,999
- $130,000-$149,000
- $150,000+

How long have you been working as a human service worker in the health and social service fields?

_____

Rational Positioning

Last week, how often did you feel that your being Asian leads people to assume that you were?

	Never	Once or Twice	A few times	Several Times	All the time
Intelligent					
Quiet/ Reserved					
Courteous/Polite					
Family-oriented					
Industrious/Hardworking					

In comparison with other racial minority, I believe that

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Asian Americans have strong work ethics					
Asian Americans are hard workers					
Despite experiences with racism, Asian Americans					

are more likely to be successful					
Asian Americans are more motivated to be successful					
Asian Americans are more likely to persist through touch situations					
Asian Americans are less likely to face barriers at work					
Asian Americans are less likely to experience racial prejudice and discrimination at work					
Asian Americans are more likely to be treated as equal to European Americans					
Asian Americans are more likely to be promoted					

Do you find that

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Most people have difficulty viewing me as an American					
I do not fi t what people have in mind when they think of a typical American					
Due to my ethnicity, people sometimes assume I am not American					
Sometimes people think I am a foreigner					
Because of how I speak, people sometimes think I am not a U.S. citizen					
Sometimes people interpret what I do or say as if I was not American					
I have to work harder to be accepted as someone who belongs to American society					

Racial Realities

What immigrant generation are you?
- 1st generation (the foreign born)
- 1.5 generation (immigrated to the United States as a child)
- 2nd generation (born in the United States but have parents who were born abroad)
- 3rd generation (born in the United States but have grandparents who were born abroad) or more

Do you see yourself as a sub-group member over Asian American? For example, if your parents or you are from China, do you identify yourself as Chinese-American over Asian American?
- Yes

- No

These questions are about your experiences related to being your intersectionality.

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Because of my gender, I am treated unfairly at work					
Because of my age, I am treated unfairly at work					
Because of physical condition, I am treated unfairly at work					
Because of my accent, I am treated unfairly at work					
Because of my race and ethnicity, I am treated unfairly at work					

<u>Job Demands and Job Resources</u>

In my organizations, while performing the work,

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I have too much work to do					
I work under time pressure					
I have to be attentive to many things at the same time					
I have to give continuous attention to my work					

I have to concentrate much to switch one language to another					
I have to remember many things in my work					
I have to contact with difficult people in my work					
My work puts me in emotionally upsetting situations					
I know exactly what other people expect of me in my work					
I receive sufficient information on the purpose of my work					
I am confronted in my work with things that affect me personally					
My job offers me the possibility of independent thought and action					

In my organizations, while performing the work,

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I have freedom in carrying out my work activities					
I know exactly what other people expect of me in my work					
I receive sufficient information on the purpose of my work					
I can count on my colleagues when I come across difficulties in my work					
I can count on my supervisor when you come across difficulties in your work					
In my work, I feel appreciated by my colleagues and supervisor					

I kept adequately up to date about important issues within my organization					
Is it clear to me whom I should address within the organization for specific problems					
I can discuss work problems with my direct supervisor					
I can participate in decisions about the nature of my work					
I think that my organization pays good salaries					
My job gives me the opportunity to be promoted					
My work gives me the feeling that I can achieve something					
My job offers me opportunities for personal growth and development					

As a person who is in the helping profession,

	Strongly disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am very proud of what I do for my community					
I feel appreciated by my family					
I feel appreciated by my community members including my ethnic community					
I feel appreciated by my clients who I communicate in the preferred language					
I am very proud of what I do for my community					

<u>Burnout</u>

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
I feel emotionally drained from my work							
I feel used up at the end of the workday							
I feel fatigued when I get up in the morning and have to face another							
I can easily understand how my clients feel about things							
I feel I treat some clients as if they were impersonal objects							
Working with people all day is really a strain for me							
I deal very effectively with the problems of my clients							
I feel burned out from my work							
I feel I am positively influencing other people's lives through my work							
I have become more unsusceptible toward people since I took this job							
I worry that this job is hardening me emotionally							
I feel very energetic							
I feel frustrated by my job							
I feel I am working too hard on my job							
I do not really care what happens to some clients							
Working with people directly puts too much stress on me							
I can easily create are laxed atmosphere with my clients							
I feel exhilarated after working closely with my recipients							
I have accomplished many worthwhile things in my job							
I feel like I am at the end of my rope							

In my work, I deal with emotional problems very calmly							
I feel clients blame me for some of their problems							

Appendix E. Quantitative Study Recruiting Email

Hello,

My name is Sangeun (Isabel) Lee, and I am a Ph.D. candidate at the Graduate School of Social Work and Social Research at Bryn Mawr College. I am a licensed social worker (LSW) and a certified case manager (CCM), and I have been working with the Asian immigrant population since 2009. My doctoral research is focused on bicultural and bilingual Asian human service workers and our burnout, and I use racially informed risk and protective factors based on the Asian critical race theory.

I kindly ask for your participation in a brief (10-12 minute) confidential survey for my doctoral dissertation, which is titled Exploring Working Conditions, Social Support, and Burnout among Bicultural and Bilingual Asian Human Service Workers: A Mixed-Method Research using Asian Critical Race Theory.

The purpose of this survey is to better understand how the social framing of Asian model minority and perpetual perception stereotypes affects the working conditions and burnout of Asian social service/health workers. With this research, I hope to help in promoting and retaining bicultural and bilingual Asian human service workers so that we can better support Asian populations in the United States.

Your contribution is highly valued and appreciated:
https://brynmawr.qualtrics.com/jfe/form/SV_3IZv8yYNbbH51si

If you have any questions or concerns, please feel free to contact me. Also, if you know anyone who may be eligible to participate in this study, kindly let me know. Thank you in advance for your help.

Respectfully,

Appendix F. Bryn Mawr College International Review Board Approvals

Attachments:
• IRB: Exped Review Approved.pdf

Gary McDonogh, Chair
Institutional Review Board
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010-2899

BRYN MAWR

09/13/2022
Sangeun Lee
Cynthia Sousa
Social Work

23-005 Bicultural and bilingual Asian human service workers and their job demands and job resources

Dear Sangeun Lee,

On the recommendation of the assigned reviewer, this protocol has been approved by the IRB Chair on 09/13/2022. However, there are several typos and misspellings throughout the consent form and interview tool, which should be fixed before research begins.

Your approval is valid until 09/12/2023. Approval is given on a one-year basis and renewal must be applied for annually. Your annual review date is 08/22/2023. At that time, you need to file a continuing review requesting to extend the protocol for another year or terminate the protocol if the study is completed and data analyzed. It is very important that you file the continuing review and the Mentor IRB system will send reminders starting 2 weeks prior to the due date.

If you want to make any changes to the protocol, you must submit an Amendment to the IRB to obtain approval for the changes BEFORE they are implemented. Data collection cannot continue under a changed protocol until all changes have been approved by the IRB.

If any participant experiences complications or adverse effects or lodges a complaint with regard to participation in the study, you must notify the IRB immediately by submitting an Adverse Event report. All such events need to be reported to the IRB as soon as they occur. Best of luck with this research.

Sincerely,

Gary McDonogh
Chair, Bryn Mawr College IRB

T: Expedited Review Approved by Chair

Attachments:
• IRB: Modification Approved.pdf

Gary McDonogh, Chair
Institutional Review Board
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010-2899

B R Y N   M A W R

12/02/2022
Sangeun Lee
Social Work

23-005 Bicultural and bilingual Asian human service workers and their job demands and job resources

Dear Sangeun Lee,

The IRB approved modification number 1 to this protocol on 12/02/2022. This modification includes the following changes:

- Change protocol design from focus groups to one-on-one interviews

The approval for this protocol remains valid until 09/12/2023. Approval is given on a one-year basis and renewal must be applied for annually. Your annual review date is 08/22/2023. At that time, you need to file a continuing review requesting to extend the protocol for another year or terminate the protocol if the study is completed and data analyzed. It is very important that you file the continuing review and the Mentor IRB system will send reminders starting 2 weeks prior to the due date.

If you want to make any changes to the protocol, you must submit another modification to the IRB to obtain approval for the changes BEFORE they are implemented. Data collection cannot continue under a changed protocol until all changes have been approved by the IRB.

If any participant experiences complications or adverse effects or lodges a complaint with regard to participation in the study, you must notify the IRB immediately by submitting an Adverse Event report. All such events need to be reported to the IRB as soon as they occur. Best of luck with this research.

Sincerely,

Gary McDonogh
Chair, Bryn Mawr College IRB

T: Amendment Approved

Attachments:
• IRB: Exped Review Approved.pdf

Gary McDonogh, Chair
Institutional Review Board
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010-2899

B R Y N   M A W R

04/27/2023
Sangeun Lee
Cynthia Sousa
Social Work

23-054 Working Conditions and Burnout Among Asian Human Service Workers

Dear Sangeun Lee,

On the recommendation of the assigned reviewer and your completion of revisions, this protocol has been approved by the IRB Chair on 04/27/2023. Your approval is valid until 04/26/2024. Approval is given on a one-year basis and renewal must be applied for annually. Your annual review date is 04/05/2024. At that time, you need to file a continuing review requesting to extend the protocol for another year or terminate the protocol if the study is completed and data analyzed. It is very important that you file the continuing review and the Mentor IRB system will send reminders starting 2 weeks prior to the due date.

If you want to make any changes to the protocol, you must submit an Amendment to the IRB to obtain approval for the changes BEFORE they are implemented. Data collection cannot continue under a changed protocol until all changes have been approved by the IRB.

If any participant experiences complications or adverse effects or lodges a complaint with regard to participation in the study, you must notify the IRB immediately by submitting an Adverse Event report. All such events need to be reported to the IRB as soon as they occur. Best of luck with this research.

Sincerely,

Gary McDonogh
Chair, Bryn Mawr College IRB

T: Expedited Review Approved by Chair

GRADUATE SCHOOL OF SOCIAL WORK
AND SOCIAL RESEARCH
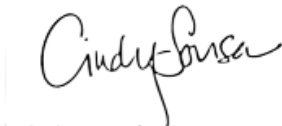OF
BRYN MAWR
COLLEGE

March 16, 2023

Dear Isabel,

I have the pleasure of informing you that you have been awarded the Rivitz Fellowship for the 2022/23 academic year. The sum of $5,000.00 is being granted to help support the work associated with your dissertation entitled "Exploring Racially Informed Working Conditions and Assessing its Impacts on Asian Human Service Workers' Burnout Facing the Pandemic and "COVID-19 racism": a Mixed Method Study using Asian Critical Race Theory and the Job Demands and Job Resources."

The Rivitz Fellowship is made possible by an endowed fund given to the school some years ago by Maurice Sall in memory of his daughter, Joan Sall Rivitz, who completed her M.S.S. and Ph.D. degrees in the Bryn Mawr College Graduate School of Social Work and Social Research. The award is intended to help gifted students move as quickly as possible toward completion of their dissertations.

Maurice Sall is deceased, but you may wish to personally thank Joan Sall Rivitz's sister, who is also an alumna of our M.S.S. program. Her name and address are Millicent Sall Jonas, 8302 Old York Rd., Apt. C24 Elkins Park, PA 19027-1525. You are also encouraged to send thanks to Joan Sall Rivitz's daughter, Julie (Mrs. Mark) Yadgaroff, 7816 Steeplechase Drive, Palm Beach Gardens, FL.

The entire faculty joins me in congratulating you on achieving this special distinction in our Ph.D. Program. We wish you well in your research and look forward to reading the completed study.

Sincerely,

Cindy Sousa, PhD, MSW, MPH
Associate Professor
Director, Ph.D. Program

cc: J. Shapiro

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