Asian Americans who have experienced racism are more stressed. The Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) elucidates how Asian American educators experience anti-Asian discrimination and racism-related stress. Thematic analysis revealed that approximately 70% of participants had been confronted with racism-related stress among ethnically heterogeneous Asian American groups.

The second-order model was chosen as the final model as supported by a SRMR and RMSEA below .08 (Chen, 2007). A CFI larger than .90 is considered desirable, and a model with a SRMR and RMSEA below .08 is regarded as a good fit (Chen, 2007; Bentler, 1990). Comparative Fit Index (CFI), Standardized Root Mean-Square Error of Approximation (RMSEA), and two alternative models (see Table 1) yielded adequate fit indices with a SRMR and RMSEA below .08 is regarded as a good fit (Chen, 2007). A CFI larger than .90 is considered desirable, and a model with a SRMR and RMSEA below .08 is regarded as a good fit (Chen, 2007; Bentler, 1990). These interventions can help individuals develop coping strategies to manage stress and promote their mental health.

Coping strategies that directly address racism-related stressors have been found to be effective in attenuating psychological stress (Mekle et al., 2014). Cultivate a strong professional identity can serve as a protective factor against compassion fatigue (Geoffrion et al., 2015). Encouraging individuals to connect with their professional roles and values can enhance their resilience and well-being.

Small sample size and lack of equal representation of Asian American ethnicities. Need for measurement invariance testing across various sociodemographic factors such as gender and generational statuses.

Lack of statistical analysis to explore the long-term impact of racism-related stress on wellbeing.

Failure to consider other contextual factors that may contribute to racism-related stressors experienced by Asian American educators.

The Impact of Anti-Asian Hate and Racism-Related Stress on Asian American Educators

Quennie Dong, Ed.S., Jin Hyung Lim, M.A., Chunyan Yang, Ph.D., Ella Rho, M.S., & Brittany Liu, B.A.

The study contributes to the understanding of factors contributing to stress among ethnically heterogeneous Asian American groups.

Measurement validation of the AARRSI supports the second-order model and concurrent validity with compassion fatigue.

Table 1. Fit statistics for models tested.

<table>
<thead>
<tr>
<th>Model</th>
<th>Fit Statistics</th>
<th>Df</th>
<th>CFI</th>
<th>SRMR</th>
<th>RMSEA [90% CI]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1: Second-order model 193.900*** 101</td>
<td>11.97</td>
<td>1.056</td>
<td>1.068 [0.845, 0.888]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model 2: Three-factor model 150.900*** 101</td>
<td>0.917</td>
<td>0.058</td>
<td>0.068 [0.045, 0.088]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model 3: One-factor model 191.838*** 104</td>
<td>0.862</td>
<td>0.068</td>
<td>0.086 [0.066, 0.105]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Models were tested on one randomly selected half of the sample (N = 116), ***p < .001.

Figure 2. A transactional model of coping stress and coping among Asian American educators experiencing racism-related stress.

Theorized Asian American educators stress and coping with racism-related stress.

Themes of Asian American educators stress and coping with racism-related stress.

Secondary appraisal (Efficacy of coping resources)

Social, emotional, physical, psychological domains

Racial-ethnic identity development, advocacy, agency

Meaning making, racial/ethnic identity

Coping

Primary appraisal (Perceived stress)

Socio-historical, peripheral, and gender, general racism experiences

Perpetual Racism

Socio-historical, minority, gender, general racism experiences

Primary Appraisal:

Social, emotional, physical, psychological domains

Secondary Appraisal:

Racial-ethnic identity development, advocacy, agency

Meaning making, racial/ethnic identity

Coping

SOCIO-HISTORICAL

MINORITY

PERIPHERAL

GENERIC

RACIAL

ETHNIC

IDENTITY

DOMAINS

Secondary appraisal effectiveness and the role of coping resources.

Coping mechanisms that are effective in managing stress.

Address racism-related stress directly:

1. Establish systems of support, such as racial affinity groups, to provide a safe space for sharing experiences and receiving support.

2. Provide targeted support, including access to counseling and mental health resources, and address the professional support for Asian American educators.

3. Address racism-related stress directly: Coping strategies that directly address racism-related stressors have been found to be effective in attenuating psychological stress (Mekle et al., 2014). Cultivate a strong professional identity can serve as a protective factor against compassion fatigue (Geoffrion et al., 2015). Encouraging individuals to connect with their professional roles and values can enhance their resilience and well-being.

4. Address the lack of disaggregated data on Asian Americans by collecting and analyzing data that highlights the needs of different subgroups within the Asian American population.

5. Use disaggregated data to identify and address the diverse needs of different Asian American subgroups, promoting equity and inclusion in education.

DISCUSSION

The study validated the AARRSI (Asian American Racism-Related Stress Inventory) among a diverse sample of Asian Americans, contributing to the literature on racism-related stress measurement.

The study included a broader range of Asian Americans in terms of age and racial/ethnic subgroups within the Asian American demographic, supporting the generalizability of racism-related stress constructs.

Racism-related stress was found to have negative impacts on the social, emotional, physical, and psychological well-being of Asian American educators.

Coping strategies employed by Asian American educators include developing a strong professional identity, cultivating a strong professional identity can serve as a protective factor against compassion fatigue (Geoffrion et al., 2015). Encouraging individuals to connect with their professional roles and values can enhance their resilience and well-being.

Despite the negative impact of racism-related stress, some Asian American educators experienced increased agency, action, and positive adjustment.

The study identified various coping strategies that may contribute to racism-related stressors experienced by Asian American educators.