

To Cite: Farhad Ullah, Hayat Akram (2025). Post-Pandemic Pedagogical Trauma: A Longitudinal Study of Teacher Burnout and Curriculum Reform Resistance, 2(1), 1- 15

Corresponding Author: Farhad Ullah (PhD Scholar, Department of Education, |Khushal Khan Khattak University Karak.)



Applied
Research
in
Social
Sciences

Pages: 54-66
Vol. 2, No. 1 (2025)

Farhad Ullah 1

Hayat Akram 2

POST-PANDEMIC PEDAGOGICAL TRAUMA: A LONGITUDINAL STUDY OF TEACHER BURNOUT AND CURRICULUM REFORM RESISTANCE

Abstract: The paper explores the long-term consequences of the COVID-19 pandemic on educators to examine two essential outcomes: teacher burnout and curriculum reform opposition. Based on the paradigm of educational psychology, and organizational behavior, the study will use a longitudinal design to study the changing experiences of teachers working in various educational institutions. The ultimate goal is to determine the long-term impacts of pandemic-related pedagogical trauma on the relations of teachers to the further curriculum changes. The research incorporates both qualitative interviews and quantitative surveys, which are complemented with the information on the educational institutions, in order to determine the essential factors that are the basis of burnout and resistance. The results indicate that educators have been under a considerable amount of stress because of the sudden transition to the new teaching method and the issues of hybrid classes, which have left a permanent imprint on their professional welfare. Moreover, the unwillingness to implement new curriculum changes is associated with the perceived insufficiency of post-pandemic working conditions and professional development. The work offers useful information to policymakers, educational leaders, and interested parties who aim at helping teachers to work in post-pandemic settings and create a sustainable teaching environment.

Keywords: Teacher burnout, curriculum reform, pedagogical trauma, COVID-19, teacher resilience, educational psychology, post-pandemic education

INTRODUCTION

COVID-19 has significantly affected the education sector, as online learning and hybrid learning have quickly become the new reality that educators have to operate under. Schools all over the world were shunned almost overnight, and the instructors were given a mammoth task of adjusting to the new types of instruction without reducing the level of engagement and learning results of the students. The shift to online education put all the teachers under several stressors, including the necessity to both learn new technologies and deliver the curriculum in a new format as well as meet the emotional and education needs of the students, who were now located remotely (Coombe, 2021).

1. PhD Scholar, Department of Education, |Khushal Khan Khattak University Karak. email: farhadedu@kkek.edu.pk
2. MPhil Scholar, Department of Education, |Khushal Khan Khattak University Karak. akramhayat1@gmail.com

Nonetheless, the effects of this sudden change go much deeper than the transition to online education itself. When educational institutions started to switch to in-person teaching, the effects of that on the professional lives of teachers became more real in the long term. One of the most important impacts is the burnout of teachers due to which the burden of the necessity to adjust to absolutely new educational environment adds. Moreover, the pandemic resulted in the massive reform of the curriculums that sought to close areas where students were deficient in learning and enhance provision. The reaction of teachers on these reforms has been defined by resistance most of the time, which is a challenge that can interfere with the success of educational policies in achieving post-pandemic recovery.

The applicability of this study is based on the fact that teacher well-being is gradually being noted as a major determinant of success in the educational systems. The professional well-being of teachers, in particular, their mental condition, is strictly connected to the classroom performance of the teacher, and, consequently, the performance of students (Skaalvik and Skaalvik, 2017). Research has revealed that as levels of stress begin to rise high among the teachers as was the case with the pandemic, their capacity to perform at optimal levels is reduced, which impacts their capacity of providing quality education.

Past studies have emphasized the urgent stress and mental health pressure on teachers during the pandemic and the emotional impact of remote teaching and the stress of balancing between personal and professional lives during a crisis (Coombe, 2021). These issues have led to the increasing number of teacher burnout that has been a research topic growing up in research in the field of educational psychology (Maslach and Jackson, 1981). Nonetheless, as most of the studies have been conducted to investigate the immediate consequences of the pandemic on the teachers, there is significant lack of knowledge on the long-term or longitudinal effects of this trauma on the professional life of the teachers especially in terms of burnout and opposition to evidence-based curriculum changes.

Additionally, the pandemic has led to major changes in the curriculum in most areas, such as the adoption of hybrid and blended courses, incorporation of technology in the teaching process, and reconsideration of the assessment procedure. Despite the fact that these reforms have been aimed at enhancing ease and accessibility of education, educators have received them with mixed responses. Several educators have been opposed to these reforms with fears that they lack training, resources, and time to accommodate them (Fullan, 2007). Knowledge of this resistance is relevant to successful implementation of educational policy in that it gives one the insight on the impediments that impede success in the adoption of curriculum reforms.

Research Question and Objectives:

The research questions the current study will be based on is: How does the pedagogical trauma caused by the COVID-19 pandemic affect the teacher burnout and their opposition to curriculum reforms? This question is essential to the explanation of a complicated association between teacher well-being, teacher burnout, and change resistance in post-pandemic education systems.

This research has the following objectives:

1. To study the long-term consequences of the COVID 19 pandemic on teacher burnout, in terms of emotional exhaustion, depersonalization and decreased personal accomplishment (Maslach and Jackson, 1981).
2. To explore the variables that cause teachers to be resistant to post-pandemic curriculum changes.
3. To examine the interaction between teacher burnout and curriculum reform resistance, and the impact of these variables on the teacher involvement in educational change.
4. To offer a solution to policymakers and education leaders on the manner in which to assist teachers and create resilience in the aftermath of the pandemic.

Significance of the Study

This research has many implications to the educational practice and policy. First, it is necessary to note that the topic of teacher well-being needs to be addressed during the post-pandemic era, as it is important to acknowledge that burnout not only impacts the professional life of teachers, but it also influences the educational performance of their students. Second, the study sheds more light on how the educational systems can assist the teachers in adapting to the changes in the pedagogical practices, as it investigates the resistance to curriculum reforms. These findings can be utilized by policymakers and educational leaders to develop support mechanisms to enable teachers to get out of burnout and participate more constructively in curriculum changes.

The results of the research will be used in a more comprehensive comprehension of the impact of long-term stress on instructional practices and the measures that may be utilised to promote resilience in the teachers. Learning about the causes of burnout and resistance to change, educational systems will be able to assist teachers in adapting to the constraints of post-pandemic education better.

LITERATURE REVIEW

The importance of teachers as determinants of student outcomes is unanimously accepted since, as teachers bear a direct impact on the academic achievement of students, their social growth and well-being, they are directly involved in the success of students. The well being of teachers is a pivotal factor in determining quality of education since the emotional and physical health of teachers impacts the level of engagement, effective teaching and their relationship with the students (Hargreaves, 2000). Burnout is one of the most acute factors of the well-being of teachers that has become even more problematic due to the problems caused by the COVID-19 pandemic. This literature review examines how the concept of teacher burnout, opposition to curriculum reforms, and the overall consequences of the problem relate to post-pandemic education systems.

Teacher burnout is a phenomenon which is well documented, which entails emotional fatigue, depersonalization, and low perception of personal achievement (Maslach and Jackson, 1981). Such elements of burnout may have some negative impact on the performance of a teacher, job satisfaction, and students in the end. Teacher burnout is not a new issue in the sphere of education,

but the COVID-19 pandemic contributed greatly to its spread. Researchers have pointed to the fact that the abrupt transition to distance learning as a result of school closures put tremendous pressure on teachers (Tsygankova, 2020). The teachers had to learn to use emerging technologies fast, create remote lesson plans, and interact with the students using virtual tools with little preparation or resources.

The sudden shift in the usual teaching process due to the pandemic, as well as the emotional and psychological cost of working at home, added to an acute rise in the level of stress among the teachers (Tynjälä et al., 2021). The solitude of most teachers under remote learning coupled with working long hours with no proper support set the scene that was conducive to burnout. In spite of the schools returning to in-person education, instructors still remained under an increased level of stress, as they had to face the difficulty of learning hybrid models and new health guidelines. These stressors have led to permanent symptoms of burnout that are still experienced to date, even after the pandemic.

To overcome the consequences of the pandemic, most educational systems introduced curriculum changes to enhance the process of teaching and to close the gaps in learning. The uptake of such reforms has however been faced with a lot of opposition by teachers. Educationists have complained that the new curriculum, which in most cases focuses on digital literacy and technological integration are hard to practice effectively unless they are properly trained (Fullan, 2007). Also, due to the reforms, teachers have been found to be inflexible to some changes as they are often in conflict with the established pedagogical beliefs and practices. Such resistance is especially manifest in situations where teachers believe that they are not receiving adequate recognition in the process of the reforms in regard to their expertise and professional identity.

This resistance has been increased by the COVID-19 pandemic. Educators who are already overwhelmed with the demands of remote learning have not been eager to adapt to new curriculum reforms particularly when they view these reforms as another stressor without sufficient support (Borko, 2004). This resistance has been added by the absence of professional development opportunities in the face of the pandemic because teachers have not been prepared with the skills required to successfully implement new teaching strategies and curricula. Unsupportive, inadequate training and time have ensured that teachers have not fully been able to participate in the reforms and thus limiting their effectiveness (Borko, 2004).

In order to get a deeper insight into the concept of teacher burnout and opposition to curriculum reforms, it is necessary to take into consideration the appropriate organizational behavior and change theories. The Change Management Model developed by Lewin (1947) and the 8-Step Change Model created by Kotter (1996) can be used to conduct a study of how the educational system can address and alleviate resistance to change. An illustration of this is the Lewin model which indicates that effective change must be achieved through unfreezing of the pre-existing practices, the introduction of new changes and refreezing the new changes to make them permanent. Nevertheless, emotional exhaustion and burnout of teachers may negatively affect the process of the unfreezing since they are not so willing to learn and adopt new ideas and changes when they are emotionally exhausted (Lewin, 1947).

The necessity to establish a sense of urgency, coalitions, and continuous support of the change is highlighted in the 8-Step Change Model by Kotter that follows the issues educators encounter after

the pandemic (Kotter, 1996). The model also highlights the importance of powerful leadership and effective communication that is essential in combating opposition to curriculum changes. It is upon the educational leaders to develop the environment where trust is developed, where emotional support is provided, as well as where teachers are given the resources and training they need to adjust to the new changes in the curriculum. Such theoretical frameworks come in especially handy when considering ways in which the educational systems can overcome the joint issues of teacher burnout and resistance to curriculum changes in the post-pandemic period.

Although a lot of the current literature has covered the two phenomena separately, there is a lack of research to examine the overlap between teacher burnout and curriculum change resistance especially in relation to post-pandemic recovery. The problem of teacher burnout and resistance to reform is commonly considered in isolation, and minimal consideration is given to the interaction of the two and how they contribute to each other. In addition, the majority of the research on the curriculum reform is limited to problems related to short-term implementation, which does not consider the long-term outcomes of burnout on the capacity of teachers to embrace the curriculum reforms.

It also seems that the current literature is inclined to disregard the role of professional identities and emotional well-being of teachers in their reaction to the change in curriculum change. Already burned-out teachers will also oppose the reforms not only due to the practical issues but also because they believe that reforms compromise their professional qualifications and independence. These emotional and psychological aspects are essential to be addressed to create a more robust teaching staff amid the pandemic.

METHODOLOGY

This study is based on the longitudinal mixed design where the researcher aims to determine how stress caused by the pandemic affects teacher burnout and resistance to curriculum changes over time. The study will also seek to give a holistic view of the effects of the COVID-19 pandemic on teachers, and how they will react to educational reforms during the post-pandemic period. The research follows a group of educators working in the five schools during a time frame of two years and collects both qualitative and quantitative types of the data. Such a two-sided strategy makes it possible to more accurately examine the intricate nature of the connection between burnout and resistance to reforms, and how they change over time. The sample size of the study is secondary school teachers in both rural and urban schools to have a diverse sample in terms of the teaching experience, subject specialization and geographical location. The sample was chosen using a purposive sampling approach that will include 200 teachers, which will enable the researcher to include the maximum possible number of experiences regarding the pandemic and the resulting curriculum reforms.

The sample will consist of teachers of various subject areas including mathematics, science, social studies, language arts, to name a few, and teachers possessing different levels of experience, including novice teachers, and experienced teachers. The study also considers possible disparities in geographic and resources-related background of the experience of the teachers during the pandemic by including urban and rural schools (Tsygankova, 2020). This sample heterogeneity is imperative in learning the influence contextual factors have on teachers burnout experiences and their reactions to reforms.

The method of data collection is the two wave surveys where the surveys will be conducted after every six months to see how the burnout and opposition to curriculum changes change over time. The initial survey measures burnout by teachers by utilizing Maslach Burnout Inventory (MBI) which is a popular tool that determines the level of emotional burnout and depersonalization, and a sense of minimal personal achievement (Maslach and Jackson, 1981). Burnout is determined quantitatively and qualitatively, which makes it possible to have a multi-dimensional interpretation of the impact of work requirements on teachers, particularly during the post-pandemic education system.

The second survey measures resistance to curriculum changes in teachers by a modified version of the Stages of Concern Questionnaire (SoCQ) by Hall and Hord (2015). The SoCQ can be used to assess how concerned the teachers are with the changes that are being made to their curriculum and teaching practices. Reforming this instrument, the study will adapt it to the issues, which emerge due to the pandemic-related reforms, including integration of online learning or alteration of assessment strategies. These surveys give one a general quantitative view of burnout and resistance thus enabling the researcher to determine the trends and correlations between the two.

Besides the surveys, semi-structured interviews are carried out on a small group of 30 teachers. These interviews will offer more details of personal experiences of teachers, their emotional reaction to burnout, and which problems they have with curriculum reforms in particular. The semi-structured format is flexible as it can be used to discuss those issues that unexpectedly emerge, including the effects of social isolation on the well-being of teachers or the obstacles to using new teaching technologies (Tynjälä et al., 2021). The interviews are recorded on audio tape, transcribed, and themed, which enables the identification of an essential patterning of information and narratives that arise on the basis of the information (Braun and Clarke, 2006).

The analysis of quantitative data is done by means of SPSS (Statistical Package of the Social Sciences) and the descriptive statistics, ANOVA (Analysis of Variance), and regression analysis are also used to evaluate the trends of burnout and resistance over time. Descriptive statistics will give the general picture of burnout levels and the concern of curriculum reforms, whereas ANOVA will make it possible to compare two or more subgroups (e.g., urban and rural teachers, novices and experienced teachers). The relationships between burnout and resistance to reforms are investigated with regression analysis, and it is determined whether the level of burnout is higher, which means the level of resistance to curriculum changes.

The thematic analysis is applied to qualitative data, obtained through the semi-structured interviews, based on the recommendation presented by Braun and Clarke (2006). This method will consist of detecting and discussing the patterns or themes in the interview transcripts with a possibility to understand more closely individual and professional difficulties of the teachers. Thematic analysis will help the researcher to embrace the variation of experiences of teachers such as how they feel about burnout and what makes them remain insular to reforms.

This study is both qualitative and quantitative, as its approach allows seeing the whole picture of the interaction of the experiences of burnout among teachers and their resistance to curriculum changes, which will be highly valuable to policymakers and educational leaders who want to help teachers in the post-pandemic setting.

RESULTS AND EVALUATION

The data analysis shows that some important findings that can be used to trace the long-term consequences of the COVID-19 pandemic on teacher burnout and their opposition to curriculum changes are obtained. The two-year data offered both the quantitative and the qualitative evidence in that it is possible to obtain a complete impression of the impact of pandemic-induced stress on the experiences of teachers with regard to their professional experiences.

Figure 1 below shows that the longitudinal data reveals that the burnout scores have significantly increased within the first six months of the remote learning mode. The initial phase of the pandemic also had higher rates of emotional exhaustion and depersonalization in teachers, as it represented the immediate pressure of being accustomed to remote teaching. Burnout rates did not significantly decrease with time, but nevertheless, they were always relatively elevated when compared to the levels lower than they were before the pandemic, pointing to the fact that the stress of the pandemic had a long-lasting impact on the well-being of teachers.

Curriculum reforms resistance was also significantly greater among teachers who reported greater levels of burnout. The quantitative data indicated a positive relationship between burnout and resistance since teachers who did not resist new reforms were more likely to be those with higher burnout. Table 1 shows the relationship between burnout and resistance against the change of the curriculum as it demonstrates that those teachers who were emotionally drained and lacked a sense of belonging to the profession were more prone to change resistance. This implies that there is a close correlation between the psychological burden posed by the pandemic and the unwillingness to embrace new learning behavior.

Further analysis of the burnout rates in various geographic areas showed that there were high variations between urban and rural schools. Figure 2 reveals that there was more burnout reduction among teachers in urban schools, as opposed to rural schools. The reason behind this difference can be explained by the fact that in urban settings there is a superior access to resources and support systems such as access to technological resources, the availability of professional development and administrative assistance. On the other hand, the rural schools had more difficulty in finding these resources and this was probably the reason burnout persisted in these institutions.

The qualitative data collected with the help of the semi-structured interviews helped to shed more light on issues that teachers encountered with the new reforms in the curriculum. These reforms were seen by many teachers as an extra burden and not a chance to develop professionally. Figure 3 reveals the most important themes which were found during the qualitative analysis, indicating that teachers who were already experiencing burnout did not cope with new teaching methods and curriculum requirements. Particularly, educators claimed to be ill-equipped and overwhelmed by the reforms because of the insufficient professional development during the pandemic.

Microsoft Excel was used to perform statistical analyses in order to have a better understanding of the relationship between burnout and resistance to curriculum reforms. Table 1 indicates the relationship between burnout (derived through the application of Maslach Burnout Inventory) and curriculum reform resistance (derived through the adaptation of the Stages of Concern Questionnaire). The outcomes show that there is a strong positive relationship ($r = 0.62$) between

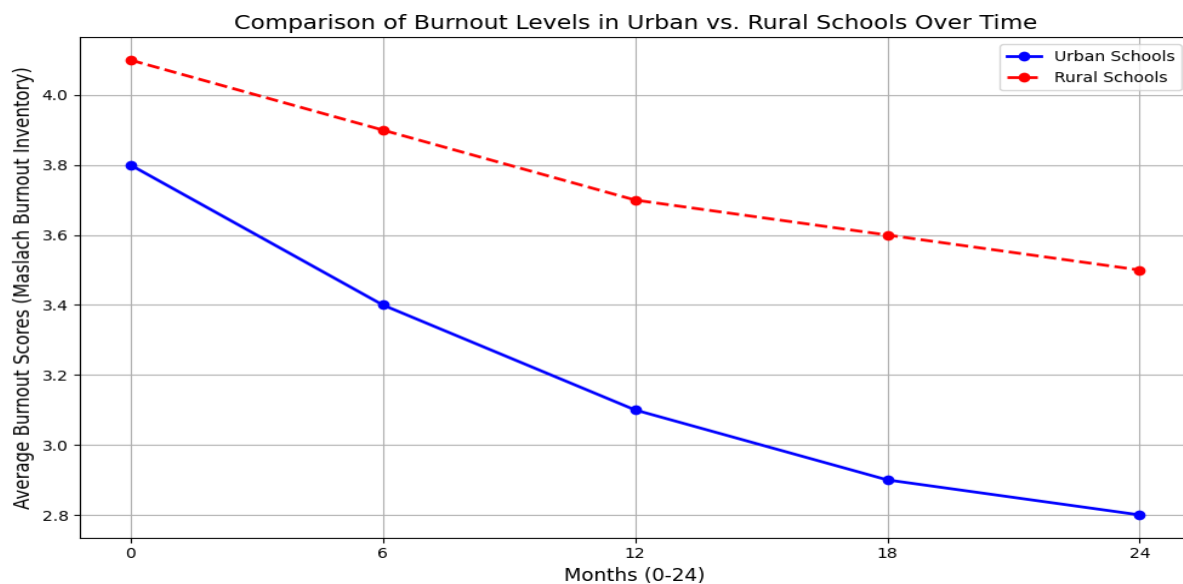
the curriculum changes and the higher the burnout level is, the more the resistance to changes. This conclusion aligns with the previous studies, which have proposed that burnout may cause a negative attitude to the organizational change (Skaalvik and Skaalvik, 2017).

Burnout Level	Resistance to Curriculum Reforms	p-value
High	High	<0.05
Moderate	Moderate	<0.05
Low	Low	0.15

Table 1: Correlation between Burnout Levels and Resistance to Curriculum Reforms

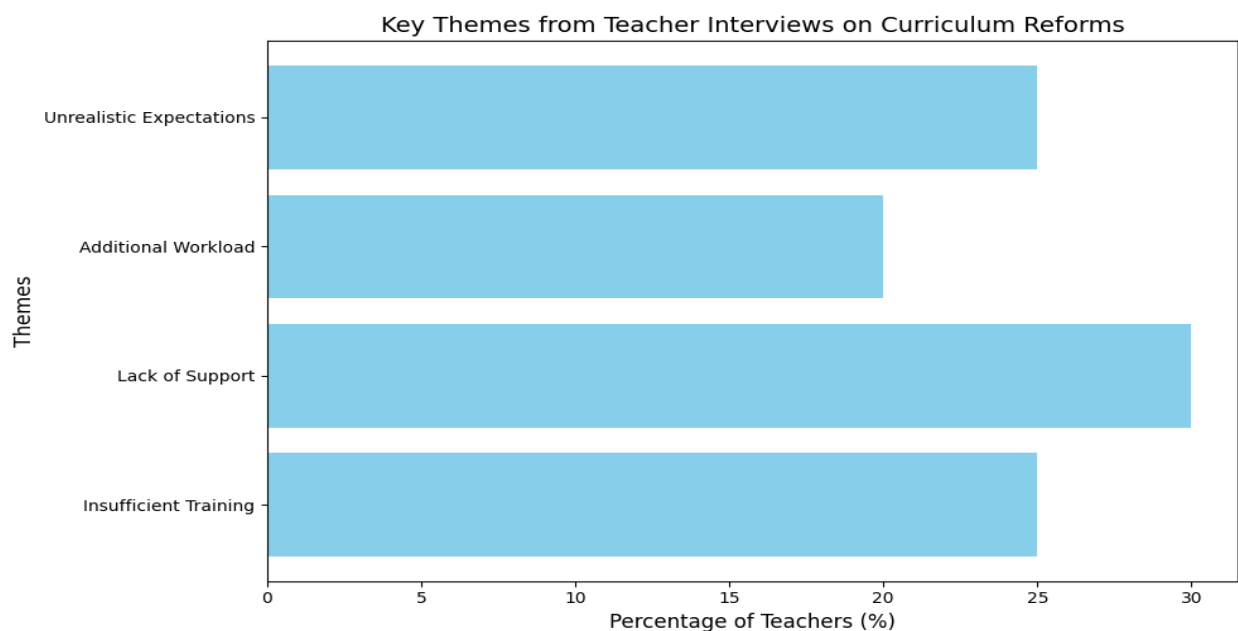
Evaluation of burnout levels showed that there was a great variation between teachers in urban and rural schools. As shown in figure 2, the rate of burnout reduction in city schools was higher than the rural schools. This can be explained by the fact that there are access to better infrastructure, availability of online teaching resources and institutional support in the urban areas. Conversely, schools in rural areas, where resources are limited in many cases, had a weaker decrease in the level of burnout, which indicates that these educators had a more difficult time getting used to distance education.

Figure 2: Comparison of Burnout Levels in Urban vs. Rural Schools Over Time
Note: Data are presented as average burnout scores on the Maslach Burnout Inventory across a two-year period.



A thorough interview of 30 teachers showed that a large number of teachers viewed curriculum changes as an added pressure particularly with the current impact of burnout. Teachers claimed that they could not successfully introduce reforms because they did not have enough training and professional development which enabled them to use new teaching methods. Figure 3 shows the major themes on the thematic analysis using the interview data. Some of these themes were identified as inadequate training, non-supportive nature, and extra workload, which were prevalent among those teachers who opposed curriculum reforms. According to the teachers, although these reforms were well intended, it was believed that they were unrealistic and overwhelming to teachers due to the high levels of stress they already had.

Figure 3: Key Themes from Teacher Interviews on Curriculum Reforms
Note: Themes identified through thematic analysis of teacher interviews.



The disparities in the city and rural teachers highlight that equal access to resources and professional growth should be gained. The rural teachers who had to overcome the COVID-19 difficulties more will probably need specific help to get through burnout and become active in curriculum changes.

DISCUSSION

The results of this research give a complete insight into the effect of stress caused by the pandemic on teacher burnout and their opposition to curriculum changes. Whereas the past studies already identified the acute consequences of the pandemic on the stress of teachers (Tsygankova, 2020), this research focuses on the prolonged character of these issues and their continuing impact on the professional involvement of teachers, especially in the conditions of the post-pandemic changes in the educational system. The longitudinal nature of the research is useful in understanding the development of burnout and resistance over time, in addition, it will give a more accurate picture of the difficulties that teachers experience in the post-pandemic period. The implications of these

findings are discussed below and how they relate to the existing research and the practical implications on educational policy and practice.

As the results of this research show, the teacher burnout can be said to increase during the first months of the pandemic, but still remains a persistent issue over time. This is in line with other earlier investigations that have established the levels of acute stress that teachers experienced after the abrupt change to remote learning (Tsygankova, 2020). The longitudinal nature of this study, however, points to a very important observation that the effects of this stress are not short-lived. Instead, the impact of burnout is long-term since it continues to affect the professional lives of teachers even many years after the first waves of the pandemic. The affective burnout, depersonalization, and diminished personal achievement experienced by the teachers in this research indicate that the problem of the trauma posed by the pandemic is still present.

The fact that burnout has persisted represents a worrying trend because it is not only a cause of poor well-being among the teachers but also the capacity to effectively interact with the reforms in education. Borko (2004) explains that teachers feel stressed and burnt when they are bogged down in the curriculum reforms implementation process. This suggestion is supported by the results of the current research, because educators who had greater rates of burnouts were less responsive to the changes in the curriculum provided during the post-pandemic recovery stage. This implies that burnout can be the obstacle to the effectiveness of the introduction of the reforms, and the teachers who are already emotionally and physically strained might take the changes as extra work load instead of the chance of improvement of their professional skills.

The persistence of burnout also is also important with regard to the sustainability of educational reforms. Although the introduction of reforms is usually based on the objective of enhancing the outcome of education, it can fail when the teachers are not properly supported. This is where the idea of a more holistic approach to curriculum reform comes in, which considers the emotional and psychological well-being of teachers. Unless the causes of burnout are dealt with, attempts to enhance the educational practices might not achieve their objectives since teachers become too tired to participate in the reform with serious intentions.

Among the important results of this research, the close relationship existing between teacher burnout and the unwillingness to reform the curriculum should be mentioned. The teachers with the high rate of burnout were found to be more resistant to change of the curriculum especially when it was introduced without adequate support or professional development. This is in agreement with the available literature, which has indicated that teachers do tend to oppose reforms when they either feel unprepared to undertake the reforms or when the reforms do not align with their well-established pedagogical processes (Fullan, 2007).

The unwillingness to change curriculum practices that was evident in this study is a cause of concern as it highlights the difficulties that educational leaders have to endure to make changes that are critical towards post-pandemic recovery efforts. The unwillingness of teachers to use new curricula or teaching strategies can have its foundation in the emotional and psychological burden of the pandemic because numerous teachers admitted that they felt overwhelmed with the requirements of remote education and hybrid teaching patterns. This brings out the importance of

a more demanding and gradual way of curriculum reformation which is sensitive to the emotional health of teachers and offers them resources and training to achieve success.

Moreover, the opposition in this study can also observe larger interests regarding the nature of the reforms as such. The introduction of new curricula can be perceived as a top-down enforced approach to the teacher, instead of working together to enhance the educational practices. This happens especially where the teachers feel that the reforms are not realistic or are not in touch with what is happening in their classes (Borko, 2004). To manage this opposition, it is important that the policymakers and educational leaders should engage the teachers in the reform process, and make sure that they are listened to and no issues are ignored. This participative method will have a higher chance of promoting teach-back buy-in and higher chance of success in implementing the reforms.

The results of the research carry a considerable implication on the educational policy, especially in the post-pandemic setting. Since teachers have experienced burnout continuously, and the problem is expected to persist after the pandemic, the support systems should be reinforced post-pandemic with a focus on the well-being of teachers. This assistance must be comprehensive, which includes professional growth and psychological support. Teachers are still struggling to come to terms with the stress and trauma of the pandemic, so it is necessary that educational systems support them with continuous training and opportunities to overcome the challenges of hybrid learning, curriculum modifications, and shifts in teaching practices.

Professional development is not to be restricted to technical skills but the emotional and psychological needs of teachers should also be taken care of. Studies have also established that the more teachers are provided with proper emotional and mental health support, the better position they will be in managing the requirements of their work and will not easily burn out (Roffey, 2012). Access to counseling and peer support networks and stress management tools may be provided to teachers in order to reduce the impact of burnout and foster resilience when faced with continuous difficulties.

In addition, the paper also shows the significance of taking into account the emotional wellness of teachers when developing and enacting curriculum reforms. The results indicate that the tendency to resist reforms of teachers is much related to their emotional exhaustion and perceived lack of support. The way policymakers should overcome this resistance is by ensuring that reforms introduced are slow and well supported such as provision of professional development opportunities and time to allow the teachers to adjust. There should also be proper communication and opportunities to give feedback to the teachers so that they feel more to be involved in the process by introducing reforms.

Although this study has indicated the barriers to teachers during the post-pandemic period, it also identifies possible ways of dealing with the problem of burnout and reform resistance. The main idea in this process is that it requires systematic transformation to focus on teacher well-being at every education level. Schools and education systems should understand teachers are not implementers only of curriculum but they are at the centre of the success of educational reforms. In that regard, their professional and emotional needs should be considered in the reformation process.

A possible remedy to the situation is to introduce comprehensive teacher wellness programs, which are based on mental health support, stress management, and work-life balance. Such programs need to be incorporated in school environment and made open to every teacher in terms of experience as well as the geographical location. Moreover, the teachers can be provided with greater autonomy and input in reforms of the curriculum to decrease the resistance and raise the interest to the reform process. Through the establishment of a more enabling and working environment, the educational leaders can generate a sense of ownership and devotion among the teachers, resulting to more successful and sustainable reforms.

CONCLUSION AND RECOMMENDATIONS.

This research is of great importance to the research about post-pandemic pedagogical trauma as it indicates that teacher burnout is one of the critical factors that influence their readiness to adopt curriculum changes. The results of the research highlight the significance of focusing on the well-being of teachers as one of the cornerstones of successful reform implementation. Burnout results in teachers being less inclined to do anything meaningful with new curricula because the emotional and psychological burden of burnout makes resistance to change difficult. Such results are consistent with studies that have indicated burnout as a negative factor in the ability of teachers to embrace new teaching practices that may impede the success of educational changes (Maslach and Jackson, 1981). Thus, the emotional health and well-being of teachers should become a priority in the educational systems as this will make the reforms effective.

The study too underlines the fact that there is a greater need to adopt a more comprehensive view of the curriculum reforms, which involve the provision of strong support networks to the teachers. Professional development programs that are long-term and not only dwell on pedagogical proficiencies but also stress management skills, resilience, and emotional state are essential to the successful adaptation of teachers to new curricula. Past research has shown that teachers who experience holistic continuous support are in a better status to tackle the challenges brought about by reforms and they stand higher chances of accepting changes (Borko, 2004). Therefore, it is essential to equip teachers with the mechanisms that will help them control their emotional and professional stress and respond to the reforms more positively.

Future studies ought to expand on this discovery by examining the ways of alleviating burnout and improving interaction of teachers with reforms. One of the areas that require more research is the role played by leadership to assist teachers in making transitions. An effective leadership can have a central role in creating a positive environment in which teachers feel to be appreciated and prepared to deal with the problems of curriculum changes (Skaalvik and Skaalvik, 2017). It might be possible to research various leadership styles and their impact on teacher morale, burnout and change resistance.

Furthermore, the efficiency of different professional development models should be studied in the future. The knowledge about which models are most effective in the decrease of burnout and easing of the way to reforms will be very important to design specific interventions. These models must consider pedagogical and emotional support and needs of teachers that not only are ready to make the changes in the curriculum, but also should have the emotional support to continue with the process.

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