



Emotional Dynamics and Burnout Risk among Digital Immigrant EFL Teachers Amid Curriculum Change Uncertainty

Aurel Ayu Andhani^{1*}; Muhammad Amin²; Mahyuni³

^{1,2,3}English Education Department, University of Mataram, Indonesia

^{1*}Corresponding Email: aurelayuandhani2807@gmail.com

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Abstract: This study examines how Digital Immigrant English as a Foreign Language (EFL) teachers experience emotions and the potential for burnout when facing uncertainty during curriculum changes. It aims to understand how they react emotionally, how uncertainty affects their teaching performance, and how it relates to burnout. Using an embedded mixed-methods approach, 32 teachers participated by completing a Likert-scale questionnaire and giving open-ended comments. The quantitative data were summarized through descriptive statistics and Spearman's rho correlation, while the qualitative answers were analyzed thematically. The results show that most teachers felt hopeful, yet many also admitted feeling anxious and frustrated due to unclear policies and heavy administrative work. Even though their confidence in teaching stayed high, their motivation and classroom practices were sometimes affected. The analysis revealed a fairly strong positive link ($r = .682, p < .001$) between curriculum uncertainty and burnout, with most participants reporting low to moderate emotional exhaustion. These findings highlight the need for clearer curriculum guidance and stronger institutional support to help teachers manage emotional demands during curriculum transitions.

Abstrak: Studi ini mengkaji bagaimana guru Bahasa Inggris sebagai Bahasa Asing (EFL) Imigran Digital mengalami emosi dan kemungkinan kelelahan saat menghadapi ketidakpastian selama perubahan kurikulum. Tujuannya adalah untuk memahami bagaimana mereka bereaksi secara emosional, bagaimana ketidakpastian memengaruhi kinerja mengajar mereka, dan bagaimana hal itu berhubungan dengan kelelahan. Dengan menggunakan pendekatan metode campuran tertanam, 32 guru berpartisipasi dengan menyelesaikan kuesioner skala Likert dan memberikan komentar terbuka. Data kuantitatif dirangkum melalui statistik deskriptif dan korelasi Spearman's rho, sementara jawaban kualitatif dianalisis secara tematis. Hasilnya menunjukkan bahwa sebagian besar guru merasa penuh harapan dan optimis, namun banyak juga yang mengaku merasa cemas dan frustrasi karena kebijakan yang tidak jelas dan pekerjaan administratif yang berat. Meskipun kepercayaan diri mereka dalam mengajar tetap tinggi, motivasi dan praktik kelas mereka terkadang terpengaruh. Analisis tersebut mengungkapkan hubungan positif yang cukup kuat ($r = .682, p < .001$) antara ketidakpastian kurikulum dan kelelahan, dengan sebagian besar peserta menggambarkan kelelahan emosional mereka rendah hingga sedang. Temuan ini menegaskan pentingnya kejelasan kebijakan kurikulum dan dukungan institusional agar guru mampu mengelola tekanan emosional selama masa transisi kurikulum.

A. Introduction

Educational reform has consistently characterized national education systems as governments attempt to align learning outcomes with global developments while addressing local educational needs. In Indonesia, curriculum revision has become a recurring policy agenda aimed at strengthening competency-based learning and promoting student-centered instruction. Despite these intentions, curriculum reform often creates uncertainty at the classroom level, particularly regarding instructional routines, assessment practices, and expected learning outcomes. Such uncertainty places considerable pressure on teachers, who must interpret and implement policy changes while maintaining instructional quality.

For English as a Foreign Language (EFL) teachers, these challenges are often intensified, especially among those classified as Digital Immigrants. Digital Immigrant teachers, generally born before 1980, did not grow up with digital technologies and therefore tend to experience greater difficulty adapting to digitally oriented instructional demands (Saroh et al., 2020). During periods of curriculum transition, these teachers must simultaneously adjust to new policy frameworks, redesign teaching materials, and integrate digital tools, often with limited technological proficiency and institutional support. The accumulation of such demands may lead to emotional strain, which, when prolonged, increases the risk of burnout and negatively affects both teacher well-being and students' learning experiences.

Previous studies have documented the challenges EFL teachers face during curriculum reform. Awaliyah & Tiarina (2023) reported that English teachers frequently encounter difficulties in understanding newly introduced curriculum terminology, learning outcomes, and authentic assessment procedures, particularly in contexts characterized by limited access to technology and instructional resources. Inadequate professional training and misalignment between curriculum expectations and available resources further intensify the workload of Digital Immigrant teachers. Similarly, Haile & Mekonnen (2024) found that insufficient institutional support during curriculum reform contributes to increased teacher stress and declining instructional quality.

At the global level, Research has consistently shown that burnout emerges when teachers are exposed to heightened professional demands without adequate systemic support. Ghanizadeh & Jahedizadeh (2015) demonstrated through a systematic review that teacher burnout is a multidimensional syndrome caused by various factors at both individual and organizational levels, with particular implications for language teachers. Brunsting et al (2023) demonstrated that such conditions reduce teacher commitment and negatively affect student learning outcomes, while Chang (2022) highlighted that unresolved emotional exhaustion may ultimately lead teachers to disengage from the profession. Within the Indonesian context, Dewi & Utami (2024) reported that approximately 58% of EFL teachers experience emotional exhaustion, underscoring the urgency of addressing burnout amid continuous curriculum reform.

Although burnout and teacher stress have been extensively examined, existing Research largely focuses on general teacher populations or isolated stressors such as workload, classroom management, and administrative responsibilities (Preechawong et al., 2021). Studies that specifically address Digital Immigrant EFL teachers remain limited, despite the dual pressures they face from curriculum reform and technological adaptation. Prior Research has shown that teachers' emotions are dynamic and context-dependent (Amin et al., 2023) and that effective emotion regulation is associated with higher instructional quality and psychological well-being (Aldrup et al., 2024). Moreover, assessment practices have been identified as significant emotional triggers that elicit both positive and negative responses (Amin et al., 2024). However, little empirical evidence explains how these emotional processes operate under broader systemic pressures, particularly in the context of curriculum change uncertainty.

Despite the growing literature on teacher emotions and burnout, no empirical studies have explicitly examined how Digital Immigrant EFL teachers emotionally navigate curriculum uncertainty while simultaneously adapting to digital demands. This omission is significant, as Digital Immigrant teachers represent a distinct group experiencing cumulative and intersecting stressors that differ from those of younger or digitally native educators. This gap highlights the need for Research that captures both emotional dynamics and burnout risk within this specific population during curriculum reform.

The novelty of this study lies in its focus on Digital Immigrant EFL teachers and its application of an embedded mixed-methods approach to examine emotional dynamics and burnout risk amid uncertainty surrounding curriculum change. By integrating quantitative patterns with qualitative emotional narratives, this study offers a more comprehensive understanding of how emotions, professional confidence, motivation, and burnout interact within contexts of policy-driven uncertainty.

The study is grounded in three complementary theoretical perspectives. First, Fullan (2007) conceptualizes curriculum reform as a complex systemic change that demands continuous teacher adaptation. Second, theories of teacher emotion emphasize that emotions are dynamic and shaped by both individual characteristics and external factors, including leadership and educational policy (Dewaele et al., 2018; Frenzel, 2014). Third, burnout theory conceptualizes burnout as a multidimensional construct comprising emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). These perspectives collectively guide the analysis of how curriculum uncertainty influences teachers' emotional well-being.

Building on these theoretical foundations, this study seeks to connect emotional dynamics and burnout theory through an embedded mixed-methods design. By combining quantitative analysis with qualitative insights, the study aims to provide a holistic account of how Digital Immigrant EFL teachers regulate emotions, sustain professional confidence, and employ coping strategies during curriculum reform. Unlike previous studies that primarily emphasize stress or teacher attrition, this Research foregrounds emotional resilience and confidence as potential buffers against burnout.

Accordingly, this study addresses the following Research questions, 1) What emotional responses do Digital Immigrant EFL teachers experience in response to curriculum change uncertainty?, 2) How does curriculum change uncertainty affect the professional performance of Digital Immigrant EFL teachers, particularly in terms of confidence, motivation, and instructional practices?, and 3) What is the relationship between curriculum change uncertainty and burnout among Digital Immigrant EFL teachers?.

By addressing these questions, this study contributes theoretically by extending discussions of teacher emotions and burnout within the context of curriculum reform, and practically by providing insights for policymakers and school leaders in designing more supportive, emotionally responsive reform strategies.

B. Method

This Research can apply the embedded mixed-methods approach (Creswell & Creswell, 2017), which combines quantitative and qualitative data within a single Research framework. In the quantitative stage, a structured Likert-scale questionnaire is used. In contrast, the qualitative stage may include an open-ended question entered into the same instrument. This approach may enable the researcher to link numerical data patterns to a teacher's personal reflection, thereby resulting in a comprehensive understanding of how emotional experience works.

The Research participants were 32 EFL Digital Immigrant teachers born before 1980 who are currently actively teaching at the junior high, high school, or vocational school levels in West Nusa Tenggara Province during the 2024/2025 school year. A purposive sampling technique is used to ensure that each participant can truly meet the criteria for being a Digital Immigrant and has first-hand experience with the challenges arising from curriculum changes.

Key data were collected using a 43-item Likert-scale questionnaire covering seven dimensions: anxiety and worry; frustration and anger; hope and optimism; professional confidence; impact on the teaching and learning process; motivation; and curriculum changes and burnout. Each item can be rated on a five-point scale from 1 (strongly disagree/never) to 5 (strongly agree/always). The items in this questionnaire can be adapted from the Maslach Burnout Inventory-Educators Survey (MBI-ES) or other verified instruments by adjusting the language to suit the context of a curriculum reform. To enrich the qualitative data, four open-ended questions can be placed at the end of the questionnaire. Some of these questions will encourage teachers to explain their emotional reactions, their coping strategies for stress, and their views on how curriculum uncertainty affects classroom learning practices. The addition of these questions allows for collecting stories and including personal interpretations without separate interviews.

The present study did not conduct a separate reliability test (e.g., Cronbach's Alpha) because the questionnaire items were directly adapted from well-established, validated instruments. This limitation is acknowledged, and future studies are encouraged to conduct reliability testing to strengthen the validity of the contextual instrument.

Quantitative data can be analyzed in SPSS using descriptive statistics, normality tests (Kolmogorov-Smirnov and Shapiro-Wilk), and Spearman's rho correlation, according to the guidelines of [Nalendra \(2022\)](#). Meanwhile, qualitative data will be analyzed thematically using the framework of [Braun & Clarke \(2006\)](#). The qualitative data were analyzed thematically using the framework proposed by [Braun & Clarke \(2006\)](#), which comprises six systematic steps. The analysis began with a familiarization process, in which all participants' responses were read repeatedly to gain an overall understanding of the data. The generation of initial codes followed this to identify meaningful units of information relevant to teachers' emotional experiences and perceptions. The identified codes were examined and grouped into broader patterns to facilitate the identification of emerging themes. Subsequently, the preliminary themes were carefully reviewed to ensure their coherence, consistency, and alignment with the entire dataset. Once the themes were refined, each theme was clearly defined and named to capture its core meaning and conceptual focus. The final stage involved producing the report by integrating the qualitative themes with the quantitative findings, allowing for a comprehensive and coherent interpretation of the Research results. **Figure 1** presents the Research Flow Diagram developed specifically for this study, illustrating the stages from Research design, participant selection, instrument development, data collection, data analysis, and data integration.

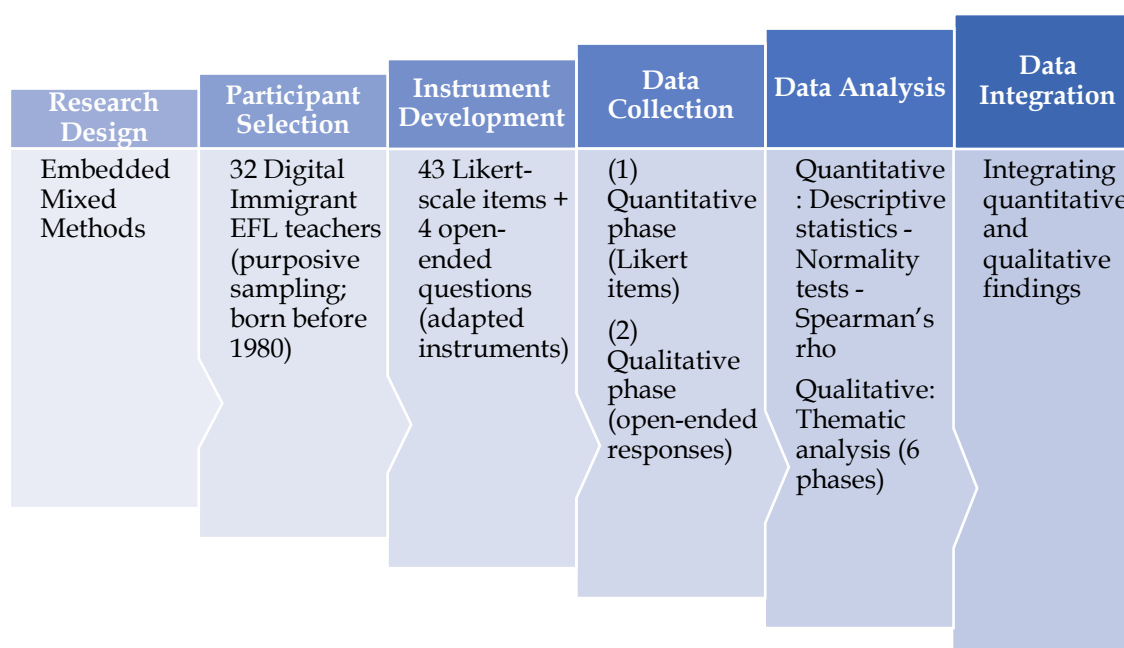


Figure 1. Stages of Research Methods

C. Result

This section can explain, based on Research results, the emotional dynamics and potential fatigue experienced by EFL Digital Immigrant teachers during the process of curriculum change. The researcher's findings can be presented in three main parts: teachers'

emotional responses, the Influence of curriculum uncertainty on professional performance, and the relationship between curriculum change uncertainty and teacher burnout.

1. Teachers' Emotional Response

Teachers' emotional responses were categorized into three main dimensions, namely anxiety and worry, frustration and anger, and hope and optimism. These emotional dimensions were measured using a set of five Likert-scale statements for each category, allowing for a systematic assessment of both negative and positive emotional reactions experienced by Digital Immigrant EFL teachers in response to curriculum change uncertainty.

Table 1. Descriptive Statistics of Emotional Response

Category	N	Min	Max	Mean	Mean Score
Anxiety & Worry	32	5	20	11.97	2.39
Frustration & Anger	32	5	20	11.66	2.33
Hope & Optimism	32	9	25	18.28	3.66

The descriptive analysis indicates that Hope and Optimism obtained the highest mean score ($M = 18.28$; mean score = 3.66), followed by Anxiety and Worry ($M = 11.97$; mean score = 2.39) and Frustration and Anger ($M = 11.66$; mean score = 2.33). This distribution suggests that although Digital Immigrant EFL teachers experienced negative emotions in response to uncertainty about curriculum change, positive emotional responses were more dominant. The prominence of hope and optimism reflects teachers' adaptive capacity and professional resilience as they navigate curricular transitions, despite anxiety and frustration. These findings directly address RQ1 by demonstrating that teachers tended to maintain positive emotional orientations even in the face of uncertainty, thereby highlighting the coexistence of emotional challenges and emotional strength within this teaching population. Qualitative responses supported the quantitative patterns:

"The new curriculum is sometimes more directed toward administrative aspects than the substance of the material. I feel like my energy is mostly spent adjusting document formats." Respondent 15

"I stay optimistic and adapt by continuously learning." Respondent 11

These excerpts directly address RQ1 by illustrating the range of emotional responses experienced by Digital Immigrant EFL teachers to curriculum change uncertainty. The qualitative accounts reveal a spectrum of emotions, including anxiety and frustration arising from unclear policies and increased administrative demands, alongside feelings of hope and optimism associated with professional commitment and adaptability. This emotional diversity demonstrates that teachers' responses to curriculum reform are not uniform but

are shaped by individual coping strategies and contextual conditions. When considered alongside the quantitative findings, these excerpts provide a richer understanding of teachers' emotional dynamics and substantiate the patterns identified in the descriptive analysis, thereby offering strong empirical support for RQ1.

2. Uncertainty in Curriculum Changes

This part examines how uncertainty surrounding curriculum implementation influenced teachers' professional confidence, teaching effectiveness, and motivation. Curriculum change uncertainty was found to shape teachers' instructional experiences in complex ways, particularly in relation to lesson planning, assessment practices, and classroom management. While many Digital Immigrant EFL teachers reported maintaining confidence in their professional abilities, unclear policy directions and shifting curricular demands were perceived as reducing instructional effectiveness and diminishing motivational engagement. The increased administrative workload and limited guidance accompanying curriculum changes further contributed to these challenges, highlighting how uncertainty operates not only as a procedural issue but also as a factor that affects teachers' emotional and professional functioning.

Table 2. Descriptive Statistics of Teachers' Professional Performance

Category	N	Min	Max	Mean	Mean Score
Professional Confidence	32	7	25	18.56	3.71
Impact on the Learning Process	32	8	29	19.34	2.42
Motivation to Carry Out Duties	32	7	26	13.81	1.97

The descriptive results indicate that Professional Confidence had the highest mean score ($M = 3.71$), whereas motivation had the lowest ($M = 1.97$). This pattern suggests that, despite ongoing uncertainty about curriculum change, Digital Immigrant EFL teachers generally maintained a stable sense of professional confidence in their teaching abilities. However, the substantially lower motivation score indicates that uncertainty exerted a more pronounced influence on teachers' motivational engagement. This discrepancy implies that while teachers remained confident in their professional competence, prolonged ambiguity regarding curriculum implementation, assessment standards, and administrative demands tended to undermine their enthusiasm and drive to carry out instructional tasks. These findings directly address RQ2 by demonstrating that curriculum uncertainty affects different dimensions of professional performance in distinct ways, with motivation being more vulnerable than confidence. Supporting qualitative statements included:

"It affects my content delivery and lesson planning, especially due to unclear assessment standards." Respondent 20

“Curriculum changes don’t affect my teaching style much, but it’s hard to provide enough books when students can’t bring phones and the school has limited resources.” Respondent 24

These responses relate directly to RQ2 by illustrating how curriculum change uncertainty influences teachers' professional performance, particularly in relation to teaching processes and motivation. The qualitative accounts reveal that unclear curriculum guidelines and shifting assessment standards often disrupt lesson planning, content delivery, and classroom management, thereby affecting the overall teaching-learning process. While many teachers reported that their professional confidence remained relatively stable, uncertainty surrounding curriculum implementation was perceived to reduce motivation, especially when accompanied by increased administrative demands and limited instructional resources. This pattern aligns with the quantitative findings, which indicate lower mean motivation scores than professional confidence. Together, these responses demonstrate that curriculum uncertainty does not uniformly undermine teachers' self-efficacy. However, it does exert a noticeable impact on instructional practices and motivational engagement, thereby providing substantive empirical support for RQ2.

3. Correlation between Curriculum Change Uncertainty and Teacher Burnout

To examine the relationship between curriculum change uncertainty and teacher burnout, this study focused on two primary variables. The first variable, curriculum change uncertainty, was operationalized through two questionnaire items that captured teachers' perceptions of inflexibility, ambiguity, and limited adaptability resulting from ongoing curriculum changes. The second variable, teacher burnout, was measured using six items designed to reflect key aspects of emotional exhaustion experienced in professional teaching contexts. By structuring the analysis around these two variables, the study assessed how perceived rigidity and uncertainty in curriculum implementation relate to levels of emotional fatigue among Digital Immigrant EFL teachers. This operationalization provided a clear and focused basis for examining the strength and direction of the relationship between curriculum-related uncertainty and burnout, as further explored through correlation analysis.

Table 3. Descriptive Statistics of Curriculum Change Uncertainty and Teacher Burnout

Variable	N	Min	Max	Mean	Mean Score
Curriculum Change Uncertainty	32	2	8	3.66	1.83
Teacher Burnout	32	6	18	11.63	1.94

The descriptive analysis indicates that both variables are at a moderate level, with curriculum change uncertainty having a mean score of 1.83 and teacher burnout having a mean score of 1.94. These results suggest that, on average, Digital Immigrant EFL teachers did not experience extreme levels of uncertainty or burnout; however, moderate scores

indicate a consistent level of emotional and professional strain during the curriculum transition. This moderate positioning implies that curriculum uncertainty is perceived as a persistent challenge rather than an isolated concern, which may gradually accumulate and contribute to emotional exhaustion if not adequately addressed. Similarly, the moderate level of burnout indicates that although teachers remain professionally committed, they are exposed to ongoing emotional demands that could escalate under prolonged uncertainty. Taken together, these findings highlight the importance of early institutional support and clear policy communication to prevent moderate levels of uncertainty and burnout from developing into more severe conditions.

Table 4. Correlation between Curriculum Change Uncertainty and Teacher Burnout

Variable	Curriculum Change Uncertainty	Teacher Burnout
Curriculum Change Uncertainty	1	.682**
Teacher Burnout	.682**	1
Spearman's rho: $r = .682$, $p < .001$		

Spearman's rho analysis revealed a moderately strong positive correlation between curriculum change uncertainty and teacher burnout ($r = .682$, $p < .001$), indicating that greater perceived uncertainty is associated with higher burnout among Digital Immigrant EFL teachers. This finding provides empirical evidence for RQ3 and underscores the emotional cost of navigating unclear curriculum policies and implementation demands. The quantitative results are further reinforced by qualitative excerpts in which several participants described feelings of emotional exhaustion, confusion, and reduced confidence when required to implement curriculum changes without sufficient guidance or institutional support. At the same time, other teachers expressed sustained professional commitment and resilience, suggesting that burnout was experienced at varying intensities. The integration of quantitative and qualitative evidence shows that, although curriculum uncertainty significantly increases burnout risk, individual coping strategies and professional values play an important role in shaping teachers' emotional responses during periods of curriculum reform. Supporting qualitative excerpts:

"Never. Because I love this profession." Respondent 1

"Even if the curriculum changes, my spirit stays. Teaching is my life's mission."
Respondent 26

"Yes, especially when we were told to implement a new curriculum with no clear guidance. I felt overwhelmed and lost confidence." Respondent 30

These qualitative excerpts corroborate the quantitative findings by providing deeper insight into how uncertainty about curriculum change is associated with varying levels of

teacher burnout. While the statistical analysis revealed a moderately strong positive correlation between curriculum uncertainty and burnout, the qualitative responses help explain the nature of this relationship by illustrating teachers' lived experiences. Several participants expressed sustained professional commitment and emotional resilience, indicating that burnout was not uniformly experienced despite ongoing uncertainty. At the same time, other teachers reported feelings of emotional exhaustion and confusion, particularly when curriculum implementation was accompanied by unclear guidance and increased administrative demands. The integration of these qualitative accounts with the quantitative results demonstrates that burnout among Digital Immigrant EFL teachers tends to manifest at low to moderate levels and is shaped by both individual coping strategies and contextual pressures. Collectively, these findings provide robust empirical support for RQ3 and highlight the value of a mixed-methods approach in capturing the complexity of burnout experiences during curriculum reform.

D. Discussion

This study examined the emotional dynamics and burnout risks experienced by Digital Immigrant EFL teachers amid uncertainty about curriculum change. The findings provide a comprehensive picture of how teachers emotionally and professionally navigate curriculum reform by integrating responses to the Research questions with theoretical interpretation, comparison with previous studies, and practical implications.

The results indicate that Digital Immigrant EFL teachers experienced both positive and negative emotions in response to uncertainty about curriculum change. Although anxiety, worry, frustration, and anger were evident, hope and optimism emerged as the dominant emotional responses. This finding suggests that teachers maintained a positive emotional orientation despite uncertainty, reflecting their professional resilience and adaptive capacity. At the same time, curriculum uncertainty was found to influence teachers' professional performance, particularly by reducing motivation and disrupting teaching processes, while professional confidence remained relatively stable. Furthermore, the analysis revealed a moderately strong positive relationship between curriculum uncertainty and teacher burnout, indicating that higher levels of perceived uncertainty are associated with increased emotional strain. Together, these patterns illustrate that curriculum reform generates both emotional challenges and adaptive responses among Digital Immigrant EFL teachers.

From a theoretical perspective, the predominance of hope and optimism reflects teachers' capacity for emotional regulation in challenging professional contexts. This pattern is consistent with perspectives on teacher emotion that emphasize the role of supportive environments and internal coping resources in fostering positive emotional states (Dewaele et al., 2018). Similarly, the protective role of hope in sustaining psychological balance, as highlighted by Nur et al (2025), appears relevant in explaining how teachers maintained emotional resilience during curriculum transitions. However, despite this resilience, curriculum uncertainty created substantial challenges in instructional planning and

assessment practices. Teachers reported that administrative demands often overshadowed instructional responsibilities, a condition that aligns with arguments by [Nasution & Indrasari \(2024\)](#) that curriculum reforms frequently increase bureaucratic pressure rather than instructional effectiveness.

The decline in motivation, despite relatively stable professional confidence, further reflects the emotional complexity of curriculum reform. This pattern mirrors findings by [Haile & Mekonnen \(2024\)](#), who observed that unclear curricular expectations tend to erode teachers' enthusiasm and deplete emotional resources. When such conditions persist, they may contribute to long-term emotional exhaustion. The positive correlation between curriculum uncertainty and burnout identified in this study supports the burnout framework proposed by [Maslach & Jackson \(1981\)](#), which emphasizes that prolonged exposure to stress without adequate institutional support leads to emotional exhaustion. Qualitative responses reinforced this interpretation by revealing teachers' feelings of being overwhelmed by policy ambiguity and limited resources. Nevertheless, many participants expressed strong professional commitment and a sense of purpose in teaching, echoing findings by [Preechawong et al \(2021\)](#) that professional values can buffer against severe burnout.

Coping strategies also played a crucial role in shaping teachers' emotional experiences. Teachers reported relying on peer collaboration, independent learning, and mutual support to manage stress related to the curriculum. These strategies align with [Brunsting et al \(2023\)](#), who emphasize the buffering effect of collegial support in reducing burnout risk. However, persistent frustration remains a concern, as [Pekrun et al \(2023\)](#) demonstrate that unresolved frustration can undermine motivation and interfere with sustained engagement in teaching activities.

Compared with previous studies, this study's findings both align with and extend existing Research. [Campbell-Phillips \(2020\)](#) documented inconsistencies in curriculum structures that parallel the unclear, fragmented procedures described by participants in this study. [Wang et al \(2023\)](#) highlighted the importance of adaptive emotion regulation strategies, reflected here in teachers' reliance on optimism and peer support to cope with uncertainty. Although [Dewi & Utami \(2024\)](#) reported higher levels of burnout among Indonesian EFL teachers, the present study identified lower to moderate levels of burnout, suggesting that emotional resilience and coping strategies may moderate burnout intensity despite similar stressors, such as workload, limited resources, and rapid policy change. Collectively, these findings indicate that while Digital Immigrant teachers share many challenges with other teaching populations, their generational position and technological adaptation demands add a distinctive layer of complexity.

Several practical implications emerge from these findings. Clear and consistent communication of curriculum reforms is essential to reduce uncertainty and mitigate emotional strain among teachers. School administrators should also consider minimizing excessive administrative workloads so that teachers can focus more effectively on instructional quality. In addition, professional development programs need to incorporate

components that address emotional regulation, resilience-building, digital competence, and collaborative problem-solving better to better support Digital Immigrant teachers during curriculum transitions. Finally, fostering a supportive institutional culture through peer mentoring, shared reflection, and collegial collaboration can help sustain teachers' optimism and serve as a protective factor against burnout during periods of educational reform.

E. Implication

From a theoretical perspective, this study enriches the understanding of how curriculum reform shapes the emotional and professional experiences of Digital Immigrant EFL teachers. The findings strengthen the conceptual linkage among emotional dynamics, professional adjustment, and burnout risk by demonstrating that teachers' emotional responses to curriculum change are not isolated individual reactions but are embedded in broader institutional and policy contexts. By foregrounding the experiences of Digital Immigrant teachers, this study extends existing theories of teacher emotion and burnout, highlighting distinctive patterns of vulnerability and resilience that emerge during periods of curriculum uncertainty and systemic change.

At a practical level, the findings offer important insights for policymakers, curriculum developers, and school administrators. Clearer and more transparent policy communication, accompanied by structured professional training and sustained institutional support, is essential to mitigate emotional strain during curriculum transitions. Schools are also encouraged to provide ongoing mentoring and technical assistance, particularly for Digital Immigrant teachers who may face greater challenges in adapting to technological demands. In addition, teacher education and professional development institutions can utilize these findings to design programs that emphasize emotional regulation, resilience-building, and adaptive teaching strategies, enabling teachers to navigate curriculum reform more effectively.

From a broader social and policy perspective, the results underscore the urgent need for curriculum reform initiatives that are transparent, realistic, and closely aligned with actual school conditions and available resources. Inadequate guidance and inconsistent implementation can prolong uncertainty, weaken teacher motivation, and ultimately compromise educational quality. Strengthened public policy measures—such as reducing excessive administrative burdens, improving resource allocation, and ensuring equitable access to digital tools—can play a critical role in supporting teacher well-being and preventing long-term burnout. These efforts carry wider social implications, as teachers who receive adequate emotional and institutional support are more likely to sustain stable, effective, and meaningful learning environments for their students.

F. Limitation and Suggestion for Further Research

This Research has several limitations. First, the small sample size of only 32 participants makes it very difficult to generalize to the large population of EFL teachers.

Second, the use of a self-report questionnaire can introduce bias, as participants may refrain from expressing negative emotions or experiences to appear more positive. Third, qualitative data can only be collected through written responses to open-ended questions. Hence, the depth and context that can usually be obtained from interviews or classroom observations are very limited. Fourth, the geographical scope of this study is limited to West Nusa Tenggara (NTB), thereby reducing the representativeness of the findings for broader Indonesian contexts.

To overcome this limitation, further Research is suggested to involve more teachers with diverse backgrounds from different regions and several different types of schools. Future studies may also examine the long-term impact of an emotional support program, a mentoring program, or a school leadership style on a teacher's resilience. Searching for demographic factors such as length of teaching experience, type of institution, and gender can also help better understand how teachers feel and how they deal with a change in the curriculum. In addition, a mixed qualitative approach, such as semi-structured interviews, group discussions, or case studies, can provide richer, contextual insights and images into a teacher's emotional journey and strategies for managing fatigue. Future studies are also recommended to use longitudinal designs to track emotional changes and burnout over time, as well as more advanced mixed-methods models that integrate interviews, observations, and statistical modelling for deeper analytical rigor.

G. Conclusion

This study demonstrates that Digital Immigrant EFL teachers exhibit considerable emotional resilience amid uncertainty about curriculum change, as reflected in the predominance of hope and optimism over negative emotions. Nevertheless, curriculum uncertainty was found to exert a tangible impact on teachers' professional functioning, particularly by reducing motivation and disrupting teaching processes, even though professional confidence remained relatively stable. Importantly, the findings also reveal a moderately strong positive relationship between curriculum change uncertainty and teacher burnout, indicating that prolonged ambiguity and inflexibility in curriculum implementation contribute to increased emotional strain among teachers.

By integrating quantitative and qualitative evidence through an embedded mixed-methods approach, this study provides a nuanced understanding of how emotional dynamics, professional performance, and burnout interact within contexts of curriculum reform. The results highlight that burnout among Digital Immigrant EFL teachers tends to manifest at low to moderate levels and is shaped by systemic pressures, individual coping strategies, and professional commitment. These findings underscore the necessity of clearer policy communication, reduced administrative burdens, and targeted professional development to support teachers' emotional well-being during curriculum transitions.

Overall, this study contributes to the literature on teacher emotions and burnout by foregrounding the experiences of Digital Immigrant EFL teachers, a group that has received limited scholarly attention. By addressing curriculum uncertainty as a critical contextual













factor, the study offers both theoretical insight and practical guidance for policymakers and educational stakeholders seeking to design more supportive and sustainable curriculum reform initiatives.

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Author's Biography

	<p>Aurel Ayu Andhani, S.Pd.    Was born in Mataram city, 28 July 2002, graduated with a Bachelor's degree (S1) in English Education from the University of Mataram (UNRAM), Faculty of Teacher Training and Education (FKIP). Her academic interests include teacher emotions, curriculum reform, and EFL teaching practices. Email: aurelayuandhani2807@gmail.com</p>
	<p>Dr. Muhammad Amin, S.Pd., M.TESOL.    Was born in Indonesia, 29 August 1970. Associate Professor at Universitas Mataram (UNRAM). Earned a Bachelor's degree in English Language Teaching from IKIP Mataram (now UNDIKMA), a Master of TESOL from The University of Melbourne (Australia), and a Doctorate from Universitas Negeri Malang, Research interests: teacher professional development, curriculum development, and foreign language learning strategies. Email: aminmuhammad@unram.ac.id</p>
	<p>Prof. Mahyuni, M.A., Ph.D.    Was born in Ganti, Central Lombok, 31 December 1963. Professor in Applied Linguistics at Universitas Mataram (UNRAM). Completed Bachelor's degree in English Education at Universitas Mataram, Master's degree in Discourse and Language Education at Macquarie University (Australia), and Ph.D. in Linguistics and Applied Linguistics at The University of Melbourne (Australia). Research interests: language and culture, language and social change, discourse, and Critical Discourse Analysis (CDA). Email: mahyuni@unram.ac.id</p>