



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

EXPLORING FRUSTRATION AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS THROUGH A SYSTEMATIC LITERATURE REVIEW

Prathana Patgiri

Research Scholar

Department of Education

North-Eastern Hill University, Tura Campus, Meghalaya

Abstract:

Frustration is a common emotional response and reaction to stress, anger, and annoyance. It tends to happen when our expectations and desired goals are not fulfilled. The success of any educational system depends on the requisite qualities, professional qualities and educational qualifications of the teacher. Such a teacher is considered to be highly accepted personality among the learners. Teachers play an important role in shaping the nation and building the characters of pupil. Thus, if teachers are dissatisfied, they may become depressed and irritable and may create stress and anxiety which can have a negative impact on teaching learning process of students. The present study aims to understand the major causes of frustration among secondary school teachers, its impact on job satisfaction, and the challenges that the teachers faced in their profession through qualitative approach i.e. systematic review-based research approach. Relevant literature studies published between 2000 and 2025 was reviewed systematically from reputed databases. The reviewed studies were analyzed and synthesized thematically in order to identify common factors and trends that are associated with frustration and job satisfaction of teachers. The findings of the study revealed that administrative pressure, excessive workload, lack of institutional support, poor working conditions, classroom management difficulties, inadequate salary, and emotional stress are the major causes of frustration among secondary school teachers. The present study therefore emphasizes that the findings may help administrators, educators, and policymakers in developing strategies for improving professional well-being and effectiveness of teachers.

Keywords: Systematic review; Frustration; Job Satisfaction; Secondary School Teachers; Factors Influencing

1. INTRODUCTION

Teachers are the ultimate agent in the success of learners, providing knowledge and helps learners to overcome their various problems and difficulties. Teachers play a vital role in drawing out the inner potentialities of the learners and their energy and dynamic personality has a direct and indirect impact on future generations. As a result, it can be said that the teacher has a significant impact on the advancement of the nation and mankind. For a developing country like India, there is a need for improvement in the educational system and careful planning and efforts should be undertaken for the success of the nation. In this, teachers play a vital role in the entire education system. An effective working environment is very important in order to have a highly productive teacher. Thus, for improving the quality of learning and successful functioning of the education system, effective teachers are very necessary. Job satisfaction enables teachers to enhance the status of teaching profession and

contributes to their well-being as satisfied teachers are less subjected to burnout and stress (Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). Resilience enables teachers in coping effectively with challenging work conditions and it may act as a protective agent against burnout and stress, thereby supporting their overall professional functioning and well-being (Ustandag & Akar-Vural, 2025). It is necessary for every educational institution to know about the job satisfaction level of the teachers because the success of the institutions greatly depends on the satisfaction of the teachers. High job satisfaction among teachers will lead to effective work and progress. If teachers are under stress and frustrated then the educational system would not be effective, productive and be able to acquire the future goals (Kaur, 2017). Teachers as employees have been a constant yardstick who measures the achievement of the nation. Although, teachers across the world seem to be dissatisfied with their jobs and have a high turnover (Chamundeswari, 2013). This high turnover and the level of satisfaction of teachers could be enhanced by examining the factors that affect teachers' satisfaction (Tickle et al 2011 as cited in Naz, 2017). Frustration is that state of emotional feeling arising when a person is not able to reach and achieve goals. Freud 1933 (as cited in Dollard et al., 1939, p. 21) stated that "Frustration is an undesirable state that occurs whenever a pain-avoiding or pleasure-seeking behavior is blocked". The concept of 'frustration' in human beings as developed by Freud (1933 as cited in Kaur, 2015) established the causal relationship between frustration and aggression. In the present scenario, the most significant factor for teachers' dissatisfaction is frustration. A competent teacher can make his/her students aware of the limitations and can help in the all-round development of a child. Since the role of teacher is an important factor for the progress of the nation, it is necessary to upgrade continuously the quality of teachers. Moreover, teachers' burnout and educational qualifications influences significantly on their use of emotional labour strategies. Hence, reducing burnout and enhancing educational development can help in improving emotional management and overall well-being of teachers (Zaretsky & Katz, 2019).

Despite the crucial role in the society, teachers face numerous challenges and problems that lead to feelings of frustration. However, the intense pressure from the educational management, workload, parental expectations and the responsibility to handle the students with utmost care bring out pressure on the secondary school teachers. In the light of the above discussion, the frustration and job satisfaction of teachers is considered as the most significant factors which can improve teaching competency and performance of teachers and therefore it is necessary to provide importance on frustration and job satisfaction of teachers. Therefore, the guiding research questions of this study include What factors contributes to frustration among secondary school teachers? How frustration does affect teachers' job satisfaction? What are the challenges they encounter in their profession? The following sections of the study include a literature review. This is followed by a methodology section describing the review procedures, including the article search strategy, inclusion and exclusion criteria, selection criteria, data extraction and synthesis process. The next section includes result/findings, discussions, limitations, and conclusion section of the study.

2. LITERATURE REVIEW

The search for related literature is the first and foremost step in the research process. It is necessary to review on the previous studies after the identification of the research problem. A review of related literature generally comprises three main interrelated steps- identifying the sources, locating and analysing the sources to arrive meaningfully at what has been done, and what is required for further inquiry (Gay et al. 2015). Khatoon (2000) stated the job satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. Teachers' training influenced job satisfaction negatively whereas religion did not have any effect on the teachers' job satisfaction. Shafiq (2000) indicated that highly adjusted teachers had low job satisfaction and vice versa. Adjustment did not play any significant role in job satisfaction of teachers teaching visually impaired at secondary level. Rocca & Kostanski (2001) indicated that teachers who had more negative perceptions of operating conditions of the school and the nature of their work had higher levels of emotional exhaustion. Yoon (2002) found that negative teacher-student relationships were predicted by teacher stress. Significant correlations were found among negative effect, teacher stress and negative relationships. Sonkamble (2003) indicated that teachers were found highly satisfied with their jobs and had a positive co-relation between perception and job satisfaction. Four sources of job satisfaction were found: interaction with students, professional success, professional autonomy and interaction with colleagues. Sources of dissatisfaction included poor working conditions, work under pressure of times, student misbehaviour,

large class sizes and lack of resources (Johansson & Heikinaro, 2004). Job satisfaction was primarily affected by 'job itself' followed by 'supervision' and 'working conditions', whereas burnout was affected by 'personal accomplishment' and 'emotional exhaustion'. Intrinsic aspects of job satisfaction were found to correlate stronger to burnout than the extrinsic (Koustelios & Tsigilis, 2005). Nobile & McCormick (2005) indicated moderate to strong correlations existed between most of the job satisfaction and occupational stress variables. However, it also revealed occupational stress to be the best predictor of only two job satisfaction variables. Barrett & Schulz, (2006) highlighted on the level of frustration of the teachers and stated that frustration involved feelings of being thwarted from achieving certain goals, feelings of discouragement among the teachers. Frustration occurs in the day-to-day life of teachers, their daily work with family, students, administrators, policies of school system, and frustrations on their own personal lives as well. According to Sutton (2007) both frustration and anger arises from various sources relating to thwarted goals including students' misbehaviour and violation of rules, factors outside the classroom that creates difficulty in teaching effectively, uncooperative colleagues, and parents who do not follow appropriate behaviour norms or who are not caring and responsible. At times teachers also become angry when they believe that students' poor academic performance is due to factors such as laziness or not giving proper attention. There was a significant negative correlation found between teacher stress and job performance (Memeon, 2008). Sonmezer & Eryaman (2008) focused that the main factors that caused differences were salary, social ranking, reputation, independence, ability utilization, and job security and administrator employee relationship. Schulze & Pauline (2009) stated that dissatisfaction was found to be caused mainly due to low salaries, low status in the community, poor facilities and lack of security. Alam (2009) revealed that the predictors of job stress were role ambiguity, workload pressure and performance pressure. Managerial role and relationship with others had no significant direct effect on job stress. Job overload was seen as a workload outside the reach of a position's statutory requirements and as a time constraint induced by colliding teaching, testing, and administrative duties. In addition to the job overload in terms of quantity, all aspects of the work of teachers in higher education are becoming more challenging (Sliskovic, 2011). There was a significant positive relationship between frustration of secondary school teachers and leadership behavior of heads. There was significant positive relationship between work motivation of secondary school teachers and leadership behavior of heads (Kumar & Kant, 2012). Monga (2013) found that higher the job satisfaction, higher the well-being and lesser the frustration in Government and Private secondary school teachers of Haryana and Punjab. Vassallo (2014) resulted that long serving teachers derive great satisfaction from working with their students and from contributing to society. Nwimo, & Onwunaka (2015) highlighted that stress may become a reason of physical as well as mental assaults of organism or a power that gives energy to cope with life, by improving psychological, natural, sentimental, and communal feelings. It becomes possible to categorize stress sources in different forms. It may be organisational or exterior to organisation, or as individual and organisational elements can be divided into two categories. In situations where the demands of organization reach far beyond the expertise of employer, an employer starts feeling stress, which is organisational stress, which is also called professional stress. Thamiarasu & Balaji (2017) examined that there is a positive relationship between frustration and job anxiety of school Teachers. There is exit significant impact with respect to types of management and teacher's salary of the frustration and teachers job Anxiety. And there is no significant impact on Gender, Location, type of teachers family, and medium of Instruction on the frustration and job Anxiety of school Teachers. Frustration tolerance and job satisfaction was highest among teachers belonging to social science stream and it was also found to be lowest among teachers belonging to science stream. The study showed a positive correlation between job satisfaction and frustration tolerance among the university teachers (Musheer & Sharma, 2018). Kumari & Sharma (2019) indicated that teachers experience frustration due to workload, lack of recognition, and professional pressure. Moreover, personal and professional responsibilities significantly contributed to teachers' emotional stress. Olajire, et al. (2020) revealed that job frustration and Burnout among teachers significantly correlated. There is no significant difference between job frustration and Burnout among the teachers. married teachers were not experienced more Burnout in comparison to single teachers there is not there is no significant difference found between job frustration and Burnout among teachers on the basis of gender experience also had not affected Burnout among the teachers. Sharawat (2021) highlighted that the main reasons behind the teachers' occupational stress were pressure of completing curriculum in a given period of time, absence of communication, workloads, changes in curriculum, students' misbehaviours, poor management, inappropriate teaching environment etc. Collie (2021) found that low job satisfaction and burnout were major factors influencing teachers' intentions to leave the profession

and highlighted that emotional exhaustion negatively affects teachers' commitment and well-being. Rani et al. (2022) indicated that excessive workload, time pressure, and administrative duties were major causes of stress and frustration among teachers and resulted that stress reduces job satisfaction and teaching effectiveness. Burić & Kim (2022) indicated that lack of institutional support, classroom management difficulties, and emotional demands contributed to teacher burnout and frustration. Hossain & Sultana (2022) highlighted that poor work climate, limited professional growth, and lack of recreational support significantly contributed to frustration and teacher burnout. Aldrup et al. (2023) found that teachers experiencing high frustration and burnout showed lower motivation and reduced professional engagement. Li et al. (2024) indicated that work-family conflict increased frustration and burnout among teachers. Sudhakar (2024) indicated that teachers experienced a moderate level of frustration, with female and urban teachers reporting comparatively higher frustration levels. Singh (2025) revealed that lack of appreciation, continuous workload, and emotional pressure was major causes of frustration and burnout among teachers. Kaur (2025) revealed that stress, frustration, and low job satisfaction influences significantly in teachers' mental well-being and their willingness in continuing their profession.

3. METHODOLOGY OF THE STUDY

The present study employed a systematic literature review methodology to synthesize existing research in order to examine and assess the causes of frustration among secondary school teachers, impact of frustration on their job satisfaction. The purpose was to synthesize the existing research in order to enhance the understanding of the challenges faced by secondary school teachers in their profession. A systematic literature review is said to be a comprehensive, replicable, and as well as transparent approach for selection, identification, and appraising critically the relevant existing studies in order to answer specific research questions (Moher et al., 2010). Therefore, for this study the PRISMA 2020 Statement is used which helps in providing a standardized methodology or framework for planning, execution, reporting of the systematic reviews, and contributing to the quality assurance of replication and revision process. This systematic method ensured rigor, consistency, and objectivity by providing the identification of gaps, patterns, and emerging trends which may have been previously overlook (Othman et al., 2024). Therefore, this systematic review consists of related studies between years 2000-2025.

3.1 ARTICLE SEARCH STRATEGY

Since the present study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines (PRISMA 2020) for conducting the systematic literature review on frustration among secondary school teachers. A comprehensive and systematic search strategy was used in order for identifying relevant research studies relevant to teacher frustration, emotional challenges, occupational stress, and work-related challenges faced by secondary school teachers. Table 1 outlines the specific keywords applied to each databases in the present study.

Table 1: Search keywords used in this study

Serial No.	Database	Search Strategy
1	Scopus	("teacher frustration" AND "secondary school teachers" "occupational stress" AND "secondary school education" "teacher burnout" OR "teacher emotional stress" "job dissatisfaction" AND "secondary school teachers" "workplace challenges" AND "teachers" "teacher mental health" AND "teacher workload")
2	JSTOR	("teacher frustration" AND "secondary school teachers" "occupational stress" AND "secondary school education" "teacher burnout" OR "teacher emotional stress" "job dissatisfaction" AND "secondary school teachers" "workplace challenges" AND "teachers" "teacher mental health" AND "teacher workload")
3	Web of Science	("teacher frustration" AND "secondary school teachers" "occupational stress" AND "secondary school education" "teacher burnout" OR "teacher emotional stress" "job dissatisfaction" AND "secondary school teachers" "workplace challenges" AND "teachers" "teacher mental health" AND "teacher workload")
4	Google Scholar	("teacher frustration" AND "secondary school teachers" "occupational stress" AND "secondary school education" "teacher burnout" OR "teacher emotional stress" "job dissatisfaction" AND "secondary school teachers" "workplace challenges" AND "teachers" "teacher mental health" AND "teacher workload")

3.2 INCLUSION AND EXCLUSION CRITERIA

The inclusion and exclusion criteria were developed carefully for ensuring the quality and relevance of the selected studies related to frustration among secondary school teachers. Studies were also considered eligible if they examined frustration, burnout, occupational stress, emotional stress, or challenges among secondary school teachers. It also included empirical data constituting of quantitative, qualitative, or mixed-method studies. It included studies predominantly published in peer-reviewed journals indexed in databases such as Scopus, Web of Science, JSTOR, and Google Scholar. This review therefore included journal papers between 2000 and 2025. On the other hand, the exclusion criteria were established and those studies focusing on primary school teachers, teacher trainees, university teachers, and non-teaching staff were excluded from the review. Those articles which were not specifically related to frustration, occupational stress, burnout, emotional stress, and challenges among secondary school teachers were also excluded. Moreover, opinion articles, editorials, dissertations, theses, book reviews, and purely theoretical papers without empirical evidence were also excluded for the study. Also studies that were not published in English, duplicate records identified across databases, studies with insufficient findings, and unclear of methodology were also not considered for the review.

3.3 SELECTION CRITERIA

The process of selection of studies for the systematic literature review was carried out in accordance with the PRISMA 2020 guidelines for ensuring reproducibility and transparency. A clear inclusion and exclusion criteria was established to ensure the quality, relevance, and reliability of the studies included in the review. The screening process was conducted in accordance to the predetermined inclusion and exclusion criteria. Those studies which were not relevant to teacher frustration, emotional stress, teacher burnout, or secondary school teachers were excluded at this stage. Studies that did not meet the inclusion criteria, and that lacked sufficient information were excluded and the studies that satisfied all the eligibility criteria were included for qualitative synthesis and analysis. The overall study selection process is therefore summarized below in the figure 2 (PRISMA 2020 flow diagram).

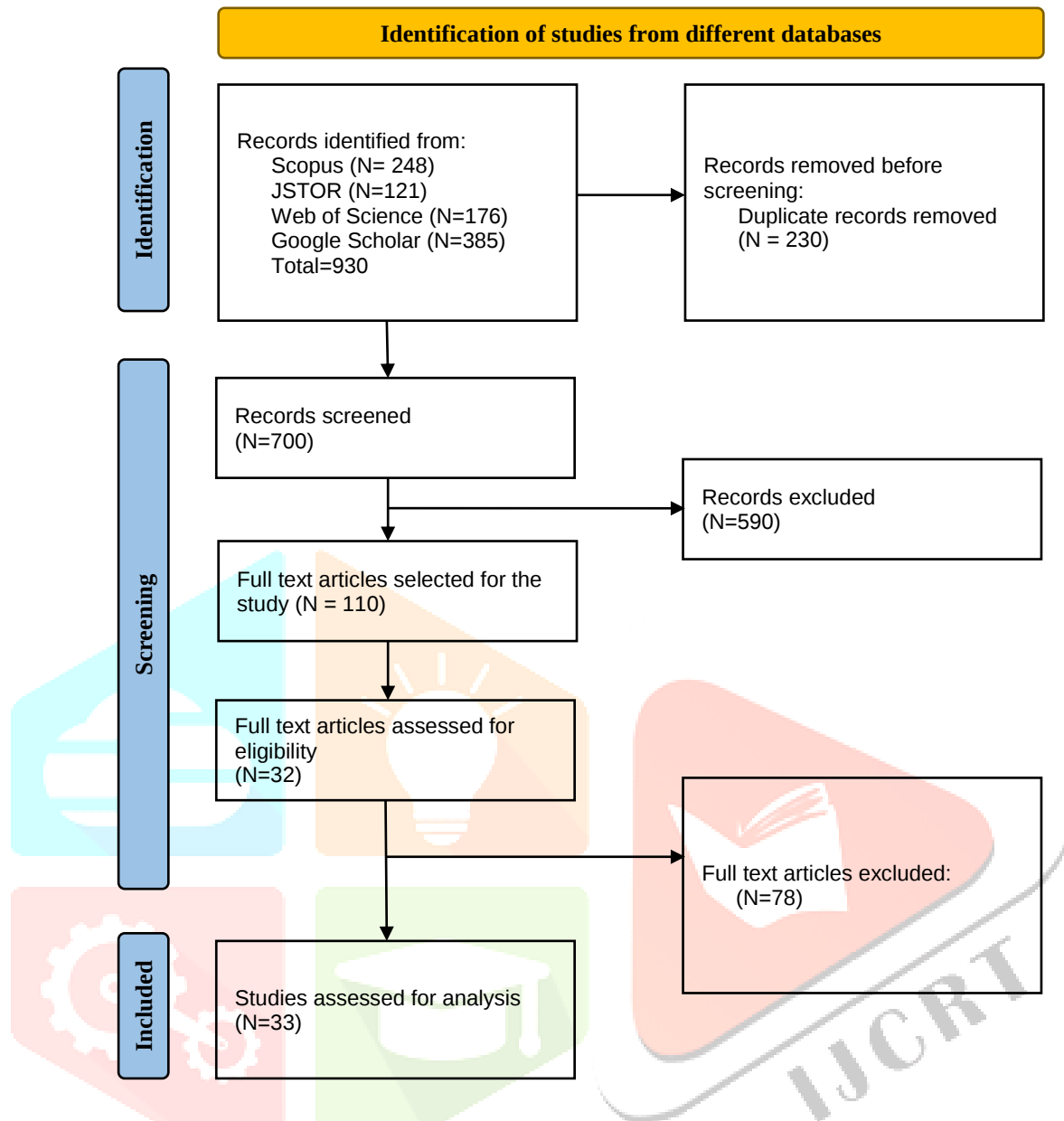


Figure 1: PRISMA 2020-based study selection procedure flowchart

3.4 DATA EXTRACTION AND SYNTHESIS

The data extraction and synthesis process was systematically carried out for ensuring accurate collection, organization, and also interpretation of data from the selected studies. Based on the inclusion and exclusion criteria, the full-text articles were reviewed carefully after the final selection of studies. The extracted data constituted the author(s), year of publication, research objectives, country of study, methodology, sample characteristics, tools used, major findings, and conclusions relevant to frustration among secondary school teachers. Then, after the data extraction, the selected studies were synthesized with the help of thematic analysis. Recurring themes and similar findings across studies were grouped together for identifying common patterns and trends. Moreover, the synthesis helped in understanding the major factors that contributes to frustration among secondary school teachers and on the overall implications of frustration on teachers' personal and professional wellbeing. And after that the findings from the selected studies were interpreted and systematically presented in the review.

4. RESULT AND FINDINGS

After reviewing the related literature in the reputed databases like Scopus, JSTOR, Web of Science, and Google Scholar with the help of PRISMA guidelines, 33 studies which were relevant was identified. The reviewed studies also examined factors such as workload, occupational stress, burnout, emotional exhaustion, institutional support, work-family conflict, and teachers' professional well-being. Hence, Table 2 presents the summary of the reviewed studies and the screening results given below.

Table 2: Summary of the searched data

Serial No.	Author(s)	Place	Sample of the study	Focus of the Study	Major Findings of the study
1.	Khatoon (2000)	India	Secondary school teachers	Job satisfaction of secondary school teachers	Female teachers showed greater job satisfaction than the male teachers.
2.	Shafiq (2000)	Pakistan	Teachers teaching visually impaired students	Job satisfaction, adjustment	Adjustment had no significant influence on job satisfaction.
3.	Rocca & Kostanski (2001)	Australia	School teachers	Emotional stress among teachers	Negative perceptions of school conditions increased emotional stress.
4.	Yoon (2002)	United States	Teachers and students	Teacher stress and teacher-student relationships	Negative influence of teachers' stress on teacher-student relationships.
5.	Sonkamble (2003)	India	School teachers	Job satisfaction among teachers	Positive relationship exists between teachers' perceptions and job satisfaction.
6.	Johansson & Heikinaro (2004)	Finland	Physical Education Teachers	Sources of satisfaction and dissatisfaction	Cause of dissatisfaction was due to poor working conditions and lack of resources.
7.	Koustelios & Tsigilis (2005)	Greece	Physical education teachers	Teachers' burnout, job satisfaction	Emotional stress has negatively affected job satisfaction.
8.	Nobile & McCormick (2005)	Australia	School teachers	Occupational stress and job satisfaction	Occupational stress has significant influence on job satisfaction.
9.	Barrett & Schulz (2006)	United States	Secondary Teachers	Frustration among teachers	Frustration arised due to students, family, administration, and policies.
10.	Sutton (2007)	United States	Teachers	Sources of frustration and anger	Cause of frustration was due to student misbehaviour and uncooperative parents.
11.	Memeon (2008)	Pakistan	Government and private school teachers	Teacher stress and job performance	Stress negatively affected teacher efficacy and performance.
12.	Sonmezer & Eryaman (2008)	Turkey	Teachers	Factors affecting job satisfaction	Salary and administrator relationships influenced satisfaction.
13.	Schulze & Pauline (2009)	South Africa	School Teachers	Causes of dissatisfaction	Cause of dissatisfaction was due to low salary and poor facilities.
14.	Alam (2009)	Bangladesh	Secondary school teachers	Predictors of job stress	Cause of stress was due to workload pressure and role ambiguity.
15.	Sliskovic & Seršić (2011)	Croatia	Higher education teachers	Work overload among teachers	Teaching and administrative duties created workload pressure.
16.	Kumar & Kant (2012)	India	Secondary school teachers	Frustration and leadership behaviour	There was a positive relationship between frustration and leadership behaviour.
17.	Monga (2013)	India	Government and private secondary school teachers	Job satisfaction and well-being	Higher job satisfaction reduced frustration.
18.	Vassallo (2014)	Malta	Long-serving teachers	Teachers' job satisfaction	Teachers derived satisfaction from contributing to society.
19.	Nwimo & Onwunaka (2015)	Nigeria	Teachers	Organisational stress among teachers	Cause of stress was due to organisational demands beyond teachers' ability.
20.	Thamiasaru & Balaji (2017)	India	School teachers	Frustration and job anxiety	There was a positive relationship between frustration and job anxiety.
21.	Musheer & Sharma (2018)	India	University teachers	Frustration tolerance and job satisfaction	There was a positive correlation between frustration tolerance and job satisfaction.
22.	Kumari &	India	Teachers	Causes of	Workload and lack of recognition

	Sharma (2019)			frustration	caused frustration.
23.	Olajire et al. (2020)	Nigeria	Teachers	Frustration and burnout	There was a significant relationship between frustration and burnout.
24.	Sharawat (2021)	India	School teachers	Occupational stress	Curriculum pressure and poor management caused stress.
25.	Collie (2021)	Australia	Teachers	Burnout and intention to leave profession	Teachers' intention to leave profession was influenced by low job satisfaction.
26.	Rani et al. (2022)	India	Teachers	Stress and frustration	Excessive workload reduced job satisfaction.
27.	Burić & Kim (2022)	Croatia	Teachers	Burnout and institutional support	There was increased in burnout and frustration due to lack of support.
28.	Hossain & Sultana (2022)	Bangladesh	Secondary school teachers	Working climate and frustration	Poor work climate increased frustration.
29.	Sudhakar (2024)	India	School teachers	Frustration levels among teachers	There exists high level of frustration among female and urban teachers
30.	Li et al. (2024)	China	Teachers	Work-family conflict and burnout	Work-family conflict increased frustration and burnout.
31.	Divya & Singh (2025)	India	Teachers	Causes of frustration and burnout	Workload and emotional pressure increased frustration.
32.	Kaur (2025)	India	Teachers	Stress, frustration, and mental well-being	Low job satisfaction negatively affected mental well-being.
33.	Donker et al. (2025)	Dutch (Netherlands)	Secondary teachers	Frustration and professional engagement	High frustration reduced teachers' motivation.

4.1 FACTORS IDENTIFIED FROM THE REVIEW OF RELATED LITERATURE

From the review of related literature, several important factors were identified which directly/indirectly contributing to frustration among teachers and its influence on their job satisfaction and professional well-being. Moreover, the related literatures revealed five major factors affecting teachers' frustration and job satisfaction in their teaching profession. These factors include workload and administrative pressure, institutional support, working conditions, psychological and emotional factors, and work-family conflict and each of which interacts with one another and thereby influencing motivation, professional effectiveness of teachers, and their overall well-being. Some of the major factors identified as workload and administrative pressure, institutional support, work-family conflict, working conditions, psychological and emotional factors.

Figure 2 presents the major factors identified in the reviews.

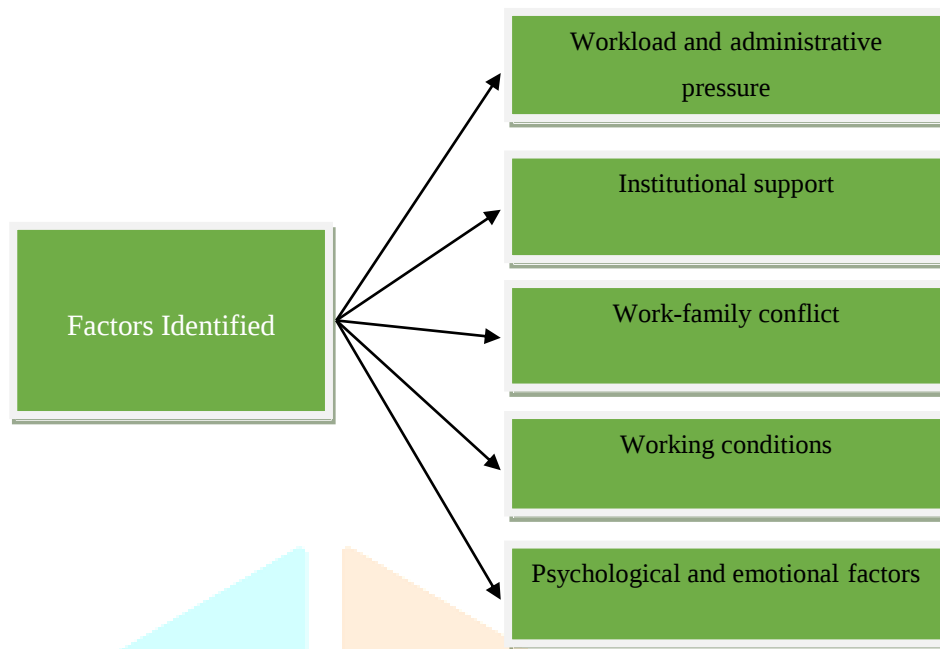


Figure 2: Showing factors identified in systematic review

Administrative Pressure and workload was found as one of the most frequently discussed factors in the reviewed studies. Also majority of the studies highlighted that excessive workload, administrative duties; pressure of completion of the curriculum within limited time, and role ambiguity has contributed significantly on frustration among teachers. In addition to this, studies indicated that continuous workload pressure affected negatively on teachers' job satisfaction and professional efficiency (Alam, 2009; Sliskovic & Seršić, 2011; Rani et al. 2022). Also, causes of emotional stress, burnout among teachers were due to heavy workload. Several studies emphasized that lack of teaching resources, poor facilities, poor working environments, inadequate salary, overcrowded classrooms, etc has increased frustration and dissatisfaction among teachers. Studies have highlighted that unfavorable working conditions has reduce in the teachers' motivation and has negatively affected their job satisfaction, and professional commitment (Johansson & Heikinaro, 2004). Studies have also identified institutional support as a crucial factor that influencing job satisfaction and frustration among teachers. Institutional assistance and supportive leadership has helped teachers in managing professional challenges more effectively and improving their professional engagement (Kumar & Kant, 2012; Burić & Kim, 2022). In addition, psychological and emotional factors also played a significant role in influencing teachers' frustration levels. Studies have indicated that continuous emotional strain negatively affected mental well-being, professional commitment, and job satisfaction of teachers (Rocca & Kostanski, 2001; Koustelios & Tsigilis, 2005; Collie, 2021; Kaur, 2025). Furthermore, studies have also highlighted work-family conflict and revealed that professional responsibilities and balancing personal created frustration and stress among teachers. Work-family conflict has significantly increased burnout and emotional pressure among teachers (Li et al 2024). And on the other hand, professional pressure combined with personal responsibilities has contributed to stress and frustration among teachers (Kumari & Sharma, 2019). Moreover, studies indicated that these identified factors are interconnected closely and thereby influences professional well-being, teaching effectiveness, and job satisfaction of teachers. Often, poor working conditions and excessive workload creates emotional stress and lack of institutional support intensifies burnout and frustration. Overall it can be said that the relevant review studies revealed that secondary school teachers' frustration level is influenced by a combination of emotional, occupational, personal, and organizational factors.

5. DISCUSSION

The review of related literature highlighted that secondary school teachers' frustration level was to a great extent influenced by various factors across different educational settings and country. Several studies identified administrative responsibilities, poor working conditions, lack of institutional support, classroom management difficulties, low salary, lack of recognition, and workload pressure as major causes of frustration among teachers (Johansson & Heikinaro, 2004; Alam, 2009; Kumari & Sharma, 2019; Sharawat, 2021; Rani et al., 2022; Divya & Singh, 2025). Teachers' frustration develops often due to uncooperative parents, challenges in achieving teaching goals effectively, professional pressure, and student misbehavior (Barrett & Schulz, 2006; Sutton, 2007). Likewise, frustration affects negatively on job satisfaction, professional commitment, emotional well-being, and teaching effectiveness of teachers. Burnout and emotional stress has significantly reduces professional satisfaction of teachers and their motivation level (Rocca & Kostanski, 2001; Koustelios & Tsigilis, 2005). Similarly, occupational stress strongly influences job satisfaction of teachers (Nobile & McCormick, 2005). Low job satisfaction and burnout increases intentions of teachers to leave the profession (Collie, 2021) and on the other hand, stress, low job satisfaction and frustration has adversely affected mental well-being and professional commitment of teachers (Kaur, 2025). Li et al. (2024) revealed that work-family conflict significantly increases frustration and burnout, whereas emotional demands and lack of institutional support contributes to occupational stress of teachers (Burić & Kim, 2022). Limited professional growth opportunities and poor working climate has increased frustration among teachers (Hossain & Sultana, 2022). Overall, the findings suggest that there is a need to carry out studies for reducing frustration and enhancing job satisfaction of school teachers in order to improve working conditions, strengthening institutional and managerial support, promoting teachers' emotional well-being, and in reducing excessive workload (Monga, 2013; Donker et al. 2025; Sudhakar, 2024).

6. LIMITATIONS OF THE STUDY

The present study has certain limitations despite providing valuable insights. The study is mainly based on the systematic review of existing literature that is relevant to job satisfaction and frustration among secondary school teachers. Therefore, the findings of the study are limited by scope, contexts of the selected studies, and as well as methodologies. Variations in socio-cultural backgrounds, educational settings, and research designs make it hard to generalize the findings universally. Furthermore, the study does not involve empirical investigation through direct interaction with teachers and through field studies, limiting the understanding of real-life experiences. It can be said that significant factors including institutional support, workload, emotional stress, and working conditions were identified but their interrelationships were not examined in depth. Therefore, future studies may adopt quantitative approaches, mixed-method approaches with larger samples for providing a more comprehensive understanding of frustration and as well as job satisfaction among secondary school teachers.

7. CONCLUSION

Since the study sought to answer research questions on what factors contributing to frustration among secondary school teachers? How does frustration affect teachers' job satisfaction? What challenges do teachers encounter in their profession? It can be said that frustration has been caused because of the conditions that seem to be negative to a person in their working environment. Frustrated and dissatisfied teachers are likely to have less dedication to their profession and less attachment with their institutions that may lead to lowering the standard of education. The extent of frustration greatly depends on the working conditions, background experiences. Teachers with low level of job satisfaction experiences high frustration. The review of related literature revealed that administrative responsibilities, excessive workload, lack of institutional support, poor working conditions, emotional stress, low salary, classroom management difficulties, and work-family conflict contributes significantly to frustration among teachers. Therefore, these factors affects negatively on motivation, job satisfaction, professional commitment, emotional well-being, and teaching effectiveness of teachers.

The findings further indicate that frustration has a significant negative impact on job satisfaction of teachers. Continuous burnout and stress may reduce interest of teachers in the profession and can adversely affect the overall quality of education. The study has also identified several challenges faced by teachers such as lack of recognition, increasing professional demands, inadequate support systems, and insufficient resources causes frustration among teachers despite the rising recognition of professional challenges of teachers. These challenges continue to hinder professional growth of teachers and satisfaction despite the growing recognition of their importance in society. Therefore, it can be

concluded that reducing frustration among teachers and enhancing job satisfaction require a comprehensive approach that involves effective leadership, supportive school environments, emotional support, proper workload management, and improved working conditions are required for addressing these challenges. Moreover, future research should give emphasize on carrying out comparative and empirical studies. More focus should be on mixed-method and longitudinal studies that will help in understanding the long-term influence of frustration on personal and professional well-being of teachers.

8. FUNDING: This study received no specific financial support.

9. CONFLICT OF INTEREST: The author declares that there is no conflict of interest regarding the publication of this paper.

10. ACKNOWLEDGMENTS: The author wish to acknowledge the use of AI tool i.e. ChatGPT to assist with language refinement, grammar, improving conciseness and clarity of the study. All AI-generated suggestions were critically revised, reviewed, and verified by the author to ensure academic integrity, accuracy, and alignment with the study's findings and theoretical framework. AI tools were not used for collection of data, data analysis, and interpretation of findings of original research results.

REFERENCES

1. Barrett DC and Schulz R (2006) Why are beginning teachers frustrated with the teaching profession? *McGill Journal of Education* 41: 77–89. Available at: https://www.researchgate.net/publication/277237352_Why_are_Beginning_Teachers_Frustrated_with_the_Teaching_Profession
2. Burić I and Kim LE (2022) Teacher self-efficacy, instructional quality, and students' motivational beliefs: An analysis using multilevel structural equation modelling. *Learning and Instruction* 66: 101302. <https://doi.org/10.1016/j.learninstruc.2019.101302>
3. Chamundeswari S (2013) Job satisfaction and performance of school teachers. *International Journal of Academic Research in Business and Social Sciences* 3(5): 420–428. Available at: <http://www.hrmars.com/admin/pics/1859.pdf>
4. Collie RJ (2021) COVID-19 and teachers' somatic burden, stress, and emotional exhaustion: Examining the role of principal leadership and workplace buoyancy. *AERA Open* 7: 1–15. <https://doi.org/10.1177/2332858420986187>
5. Divya and Singh I (2025) Teachers burnout: Causes, impact and conciliations. *The Academic* 3(7): 325–334. <https://doi.org/10.5281/zenodo.16785077>
6. Dollard J, Miller NE, Doob LW, Mowrer OH and Sears RR (1939) *Frustration and Aggression*. New Haven, CT: Yale University Press. <https://doi.org/10.1037/10022-000>
7. Donker M, Wartenberg G, Aldrup K, Klusmann U and Mainhard T (2025) Teachers' feelings of burnout: Does it matter for interpersonal teacher behaviour and students' affective-motivational outcomes? *Contemporary Educational Psychology* 84: 1–12. <https://doi.org/10.1016/j.cedpsych.2025.102430>
8. Freud S (1933) *New Introductory Lectures on Psycho-Analysis*. In: *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, Vol. 22. London: Hogarth Press, pp. 1–182. Available at: <https://mindsplain.com/wpcontent/uploads/2020/08/introductorylecturesonpsychoanalysis.pdf>
9. Gay LR, Mills GE and Airasian PW (2015) *Educational Research: Competencies for Analysis and Application*. New Delhi: Pearson India Education Services Pvt. Ltd. Available at: https://yulielearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf
10. Hossain S and Sultana N (2022) Burnout in secondary school teachers: The contribution of the work climate. *International Journal of Psychology and Educational Studies* 9(4): 1368–1376. <https://doi.org/10.52380/ijpes.2022.9.4.755>
11. Johansson N and Heikinaro-Johansson P (2005) Liikunnanopettajan työn palkitsevat ja kuormittavat piirteet [Rewarding and stressful features of the PE teacher's job]. *Liikunnanopettaja* 4: 39–43. Available at: <https://jyx.jyu.fi/bitstreams/8911a2bc-25cc-4a77-adaf-e8795eb79c26/download>
12. Kaur B (2015) Mode of frustration. *International Multidisciplinary e-Journal* 4(6): 235–240. Available at: <http://shreeprakashan.com/Documents/20151204142918694.30.%20June,2015.pdf>
13. Kaur R (2017) Frustration among primary school teachers in relation to well-being. *Scholarly Journal for Humanity Science and English Language* 4(23). Available at: <http://www.srjis.com/pages/pdfFiles/151151015756.Dr.%20Rajwinder%20Kaur.pdf>
14. Kaur P (2025) Burnout and retention among teachers. *International Journal of Indian Psychology* 13(1): 112–119. Available at: <https://ijip.in/articles/burnout-and-retention/>

15. Khatoon T and Hassan Z (2000) Job satisfaction of secondary school teachers in relation to their personal variables: sex, experience, professional training, salary and religion. *Indian Educational Review* 36(1): 64–75.
16. Koustelios A and Tsigilis N (2005) The relationship between burnout and job satisfaction among physical education teachers: A multivariate approach. *European Physical Education Review* 11(2): 189–203. <https://doi.org/10.1177/1356336X05052896>
17. Kumar A and Kant R (2012) Frustration and work motivation of secondary school teachers as a correlate of leadership behavior of their heads. *Academic Research International* 2(3): 321–328. Available at: [http://www.savap.org.pk/journals/ARInt./Vol.2\(3\)/2012\(2.3-39\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.2(3)/2012(2.3-39).pdf)
18. Kumari S and Sharma R (2019) Frustration among married and unmarried teachers. *International Journal of Scientific Research* 8(5): 45–48. Available at: <https://www.ijsr.net/archive/v8i5/ART20198084.pdf>
19. Kyriacou C and Sutcliffe J (1977) Teacher stress: A review. *Educational Review* 29(4): 299–306. <https://doi.org/10.1080/0013191770290407>
20. Li X, Ni Y, Zhang W, Wang L, Yu H and Zou H (2024) Work–family conflict and job burnout among primary and secondary school teachers: The mediating role of depression and emotional regulation. *Frontiers in Psychology* 15: 1438933. <https://doi.org/10.3389/fpsyg.2024.1438933>
21. Memeon J (2008) Teacher stress, job performance and efficacy of women school teachers. *Journal of Managerial Psychology* 20(2): 178–187. Available at: <https://www.jetir.org/papers/JETIR2105872.pdf>
22. Moher D, Liberati A, Tetzlaff J, Altman DG and The PRISMA Group (2010) Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *International Journal of Surgery* 8(5): 336–341. <https://doi.org/10.1016/j.ijssu.2010.02.007>
23. Monga P (2013) *A Study of Job Satisfaction, Frustration and Well-Being among Secondary School Teachers of Haryana and Punjab*. Doctoral thesis, Maharshi Dayanand University. Available at: <http://hdl.handle.net/10603/362732>
24. Musheer Z and Sharma S (2018) Frustration tolerance as predictor of job satisfaction among university teachers. *International Journal of Movement Education and Social Science* 7(2): 334–341. Available at: http://ijmess.org/assets/front_end/uplodes/gallery/JK1608_SS.pdf
25. Naz S (2017) Factors affecting teachers' job satisfaction. *Market Forces* 12(2): 44–59. Available at: <https://core.ac.uk/download/pdf/268094917.pdf>
26. Nwimo IO and Onwunaka C (2015) Stress among secondary school teachers in Ebonyi State, Nigeria: Suggested interventions in the worksite milieu. *Journal of Education and Practice* 6(26): 93–101. Available at: <https://www.iiste.org/Journals/index.php/JEP/article/view/25715/26616>
27. De Nobile JJ and McCormick J (2005) Job satisfaction and occupational stress in Catholic primary schools. *Leading and Managing* 13: 31–48. Available at: https://www.researchgate.net/publication/260437843_DeNobile_J_J_McCormick_J_2007_Job_satisfaction_and_occupational_stress_in_Catholic_primary_schools_Implications_for_school_leadership
28. Olajire OO, Uzonwanne FC, Okunola JO, Lanre-Babalola FO, Oke-Wellington OO and Alo FS (2020) Socio-demographic variables and job frustration as predictive influences of burnout syndrome among selected teachers in Lagos metropolis. *Journal of Behavioural Studies* 2(1). Available at: <https://jbs.com.ng/index.php/jbs/article/view/50/0>
29. Othman NNJN, Kamaruzaman FM and Rasul MS (2024) Challenges in engaging students with learning disabilities in the food industry. *International Journal of Evaluation and Research in Education* 13(4): 2251–2258. <https://doi.org/10.11591/ijere.v13i4.28124>
30. Rani S, Sharma P and Verma A (2022) Occupational stress among urban Indian school teachers. *Indian Journal of Educational Research* 41(2): 66–74. [https://doi.org/10.52634/mier/2021/v11/i1\(a\)SPL/1776](https://doi.org/10.52634/mier/2021/v11/i1(a)SPL/1776)
31. Rocca AD and Kostanski M (2001) Burnout and job satisfaction amongst Victorian secondary school teachers: A comparative look at contract and permanent employment. *Australian Journal of Psychology* 56(8): 391–407. Available at: https://www.researchgate.net/publication/367919748_Burnout_syndrome_and_teacher_job_satisfaction
32. Schulze S and Pauline MT (2009) The factors that promote the level of job satisfaction among school educators: An education management perspective. *Education Development* 15(2): 141–153. Available at: https://www.pbr.co.in/2020/2020_month/February/11.pdf
33. Shafiq (2000) Adjustment and job satisfaction of teachers teaching visually impaired students at secondary level. Available at: https://www.researchgate.net/publication/257714095_Students_with_Visual_Impairments_and_Additional_Disabilities/fulltext/0267ab640cf2946d9a224706/Students-with-Visual-Impairments-and-Additional-Disabilities.pdf
34. Sharawat M (2021) Effect of frustration, occupational stress and school environment on teaching effectiveness among women teachers of secondary schools. Available at: <https://www.studypool.com/documents/10370412/effect-of-frustration-occupational-stress-and-school-environment-on-teaching-effectiveness-among-women-teachers-of-secondary-schools>

35. Shi S, Zhang Z, Wang Y, Yue H, Wang Z and Qian S (2021) The relationship between college teachers' frustration tolerance and academic performance. *Frontiers in Psychology* 12. <https://doi.org/10.3389/fpsyg.2021.564484>
36. Skaalvik EM and Skaalvik S (2011) Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education* 27(6): 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
37. Sliskovic A and Seršić DM (2011) Work stress among university teachers: Gender and position differences. *Arhiv za Higijenu Rada i Toksikologiju* 62: 299–307. <https://doi.org/10.2478/10004-1254-62-2011-2135>
38. Sonkamble MB (2003) *A Study of the Relationship between Role Perception and Job Satisfaction of College and University Teachers in Pune University, Pune*. Doctoral thesis, University of Pune.
39. Sönmezer MG and Eryaman MY (2008) A comparative analysis of job satisfaction levels of public and private school teachers. *Journal of Theory and Practice in Education* 4(2): 189–212. Available at: http://eku.comu.edu.tr/index/4/2/mgsonmezer_myeryaman.pdf
40. Sudhakar P (2024) Frustration and job stressors among teachers. *International Journal of Research in Education and Psychology* 12(1): 88–96. Available at: <https://iaraindia.com/wp-content/uploads/2024/01/2-FRUSTRATION-AND-JOB-STRESSORS-AMONG-DIFFERENT-CATEGORIES-OF-TEACHERS.pdf>
41. Sutton RE (2007) Teachers' anger, frustration, and self-regulation. In: Schutz PA and Pekrun R (eds) *Emotion in Education*. Burlington, MA: Academic Press, pp. 259–274. <https://doi.org/10.1016/B978-012372545-5/50016-2>
42. Thamiasarasu P and Balaji K (2017) A study on frustration and teachers' job anxiety in Thiruvallur district. *International Educational Scientific Research Journal* 3(6): 86–90. Available at: <https://www.iesrj.com/upload/14.%20ilango%20ajith%20-%20Online.pdf>
43. Tickle BR, Chang M and Kim S (2011) Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education* 27(2): 342–349. <https://doi.org/10.1016/j.tate.2010.09.002>
44. Ustundag N and Akar-Vural R (2025) Primary school teachers' resilience: Experiences and perceptions. *Athens Journal of Education*, 12 (4): 661-678. <https://doi.org/10.30958/aje.12-4-6>
45. Vassallo B (2014) What makes them still tick? A study of job (dis)satisfaction among long-serving teachers in Malta. *The Online Journal of New Horizons in Education* 4(1): 97–116. Available at: <https://www.tojned.net/journals/tojned/articles/v04i01/v04i01-10.pdf>
46. Yoon JS (2002) Teacher characteristics as predictors of teacher–student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality* 30(5): 485–493. <https://doi.org/10.2224/sbp.2002.30.5.485>
47. Zaretsky R and Katz Y.J (2019) The relationship between teachers' perceptions of emotional labor and teacher burnout and teachers' educational level. *Athens Journal of Education*, 6(2): 127–144. <https://doi.org/10.30958/aje.6-2-3>