



**SECONDARY SCHOOL TEACHERS' JOB SATISFACTION
IN THE REPUBLIC OF SERBIA: THE INFLUENCE OF
FULL-TIME AND PART-TIME WORKING EMPLOYMENT**

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Abstract: Job satisfaction is one of the most studied topics in the literature due to its influence on many important outcomes, either for employees or for employers. Yet, some aspects of this topic still require deeper investigation. One of them concerns the differences in job satisfaction among teachers with full-time and part-time working hours, as these forms of employment have different implications for employee's perception of job security, stability of income, integration into the school, etc. Since in the secondary schools in the Republic of Serbia almost one third of teachers don't have a "class norm" (which is functionally similar to part-time work), this topic will be investigated on this sample, and included 886 respondents. In order to test the hypothesis of whether there are differences in job satisfaction between teachers who work full-time and those who work part-time, descriptive statistical methods and a one-way ANOVA were applied. The results indicated a significant impact of employment status on the level of job satisfaction of secondary school teachers, where teachers with part-time working hours were more satisfied with their jobs than the teachers with full-time working hours. The research results will help fill a gap in the literature in this area and can also serve as a foundation for further, more in-depth research in the field.

Keywords: job satisfaction, full-time teachers, part-time teachers, secondary schools.

JEL classification: J28, I21

1. Introduction

Despite the fact that job satisfaction is one of the most extensively studied topics in the fields of organisational behaviour, human resource management, and industrial psychology, it continues to attract the attention of researchers across various disciplines. The importance of this topic stems from the fact that this phenomenon is associated with a wide range of outcomes, both from the employees' and the employers' perspectives. Additionally, it is influenced by a large number of factors that may have different effects depending on the context. Shortly, the decades-long study of this topic has shown that job satisfaction is an almost inexhaustible theme for investigation.

The studies that have been conducted recently still confirm what, earlier ones have already shown, that this phenomenon influences many outcomes, such as job employee performance (Latifah et al., 2024; Sidabutar et al., 2020; Nguyen et al., 2025; Nurhasanah et al., 2025), organisational commitment (Nurhasanah et al., 2025), employee loyalty (Nguyen et al., 2025), organisational citizenship behaviour (Oparinde et al., 2019), etc. On the other hand, there is also a significant body of literature when it comes to the factors that influence this important phenomenon. Dealing with their research, recent literature systematises them into the work-related factors (salary system, career expectations, job security, work environment and company culture, occupational health, working hours, etc.) and employee personal/behavioural factors (socio-demographic attributes, psychosocial attributes, etc.) (Ipsirli & Namal 2023).

A significant body of literature has examined the job satisfaction of teachers, a specific category of employees engaged in work of high social importance. Some studies have shown that higher levels of teachers' satisfaction are associated with numerous positive outcomes, including the creation of more positive learning environments, greater commitment, and enhanced career success (Eryilmaz et al., 2025). Earlier research has also demonstrated that teachers' satisfaction is directly related to the quality of the educational process, student motivation, and the overall stability of the education system (Skaalvik & Skaalvik, 2011).

When it comes to the Republic of Serbia, a certain number of authors also dealt with teachers' job satisfaction. In some of them the focus was analysing different categories of elementary school teachers' job satisfaction or dissatisfaction (Simić et al., 2015). Some authors investigated how organisational factors such as school climate and leadership influence teachers' job satisfaction (Živković et al., 2023; Jošanov-Vrgović & Pavlović, 2014). Others investigated the influence of individual factors such as self-efficacy (Žunić-Pavlović & Pavlović, 2020). However, it is notable that the authors have not extensively researched the influence of the employment status of teachers on their job satisfaction from the perspective of whether they work full-time or part-time. One of the rare studies in this field is the study of Živković in 2022, who investigated the attitudes only of part-time teachers.

Given that teachers' job satisfaction has been shown to affect many important outcomes, such as quality of teaching, teachers' motivation, organisational commitment, etc., analysing the differences in job satisfaction between those who have full-time or part-time working hours could provide additional insight into this issue. As nearly one third of secondary school teachers in secondary schools in the Republic of Serbia are engaged in part-time work arrangements, findings in this area would be beneficial, particularly for this context. In addition, the results of the study have the potential to contribute to filling the gap not only in domestic literature, but also in the broader research context.

Having in mind the above, the subject of this paper is the examination of differences in the level of job satisfaction between teachers who work full-time and those who work part-time in secondary education in the Republic of Serbia. The aim of the study is to determine whether the employment status of secondary school teachers in this country is associated with differences in the level of job satisfaction.

The paper is structured as follows. First, the concept of job satisfaction is reviewed. After that, the attention is directed to the specific characteristics of teachers' work in Serbia. Following the development of the research hypotheses, the paper presents the research results, their discussion, implications and concluding remarks.

2. Job satisfaction

The long-standing and extensive interest in job satisfaction has resulted in a significant body of literature dealing with the nature of this concept, as well as its antecedents and outcomes. The importance of this topic is recognised by the fact that working is one of the human activities that spans the largest part of life and reflects on many other aspects of living. Although primarily seen as an instrument to provide sources for living, performing a job is also reflected in satisfying the other needs, such as social and cultural ones (Ipsirli & Namal 2023).

Ever since Hoppock (1935) defined job satisfaction as a combination of psychobiological satisfaction physiological and environmental circumstances that causes a person to say that he/she is satisfied with the job (Hoppock, 1935 in Sanjeev, 2017), there have been a series of other definitions and understandings of this phenomenon. Recently, Nurhasanah and her colleague defined job satisfaction in a simple way that it is a pleasant feeling or positive emotion that is based on the individual's evaluation of his/her job or work experience (Nurhasanah et al., 2025). In its essence, this definition is based on the definition of job satisfaction of one of the most famous authors in this field - Locke (1976). According to this author, job satisfaction is a pleasant or positive emotional state that results from the evaluation of a job or the experience associated with it (Locke, 1976). Other authors generally had similar opinion as the above mentioned as they noted that job satisfaction may have different meanings for different individuals, in a way that what contributes to

the satisfaction of one person may not necessarily do so for another (Mullins, 2005, as cited in Aziri, 2011).

Strictly speaking, most definitions of job satisfaction emphasise the affective dimension (whether someone likes or dislikes their job) as well as the cognitive dimension (mental calculation regarding the job). There is also a behavioural dimension (behaviour that comes after mental calculation) but this dimension is more often seen as a consequence of job satisfaction than as an integral part of it (Judge & Kammeyer-Mueller, 2012). When it is about the affective dimension, in Locke's (1976) definition of job satisfaction, this dimension is dominant, but the cognitive one is also present. On the other hand, some authors recognise one dominant dimension in job satisfaction. For example, Spector (1997) states that job satisfaction represents the degree to which people like or dislike their jobs stressing the affective dimension. When it is about the domination of the cognitive dimension in job satisfaction understanding, such as understanding could be found in the work of Fisher (2000). She states that affect while working is not the same as job satisfaction as well as that is necessary to focus on measures of job affect, job cognitions, and overall job evaluation, in order to better understand this phenomenon (Fisher, 2000).

As noted above, the behavioural dimension of job satisfaction is mostly seen as a consequence of job satisfaction rather than its integral part. This fact is confirmed by numerous studies in which it was found that job satisfaction is closely associated with various behavioural outcomes. For instance, job satisfaction has been found to have a positive effect on employee performance (Judge et al., 2001) and to be associated with higher productivity, increased profitability, greater client satisfaction, lower employee turnover, and reduced absenteeism (Harter et al., 2002). Furthermore, it was found that lower job satisfaction is strongly associated with the intention to leave the organisation, as well as actual leaving (turnover) (Griffeth et al., 2000). Additionally, it was found that job satisfaction is positively related to affective organisational commitment, employee loyalty, intention to stay in the organisation (Lam et al., 2001) and many other outcomes.

With regard to the factors influencing job satisfaction, the literature also offers a wide range of findings. These factors include job characteristics, features of the work environment, organisational and social factors within the workplace, as well as individual characteristics of employees.

In a very extensive meta-analysis conducted by Humphrey et al. (2007), it was found that job design has an impact on job satisfaction, with job design explain 17% of the variance in job satisfaction (Humphrey et al., 2007). Similarly, a study by Djastuti (2010) demonstrated that job characteristics have a direct, positive, and significant influence on the level of job satisfaction among managers. In addition, several studies have identified pay as an important factor in job satisfaction. For example, in an extensive meta-analysis conducted by Judge et al. (2010), pay level was found to correlate at .15 with overall job satisfaction and .23 with pay satisfaction. Furthermore, research shows that leadership is also often found in the

role of a predictor of employee satisfaction (Judge & Piccolo, 2004; Inceoglu et al., 2018). Likewise, peer support and a positive organisational climate have been shown to enhance job satisfaction (Price, 2001; Bakker & Demerouti, 2007). Finally, working conditions and job demands have also been recognised as important determinants of job satisfaction (Bakker & Demerouti, 2017).

Some authors investigated the influence of the type of employment, whether it is part-time or full-time. Thorsteinson (2003), for example, in his meta-study found that differences in job satisfaction between part-time and full-time employees are very small or non-existent. On the other hand, he also found that full-time employees show a higher level of job involvement. In a study conducted by Al and Anil (2016), it was found that employees with part-time jobs had a higher level of job satisfaction, which they explained by the fact that this category of employees usually has lower expectations of their jobs, unlike full-time employees. A similar conclusion was previously found by Krausz et al. (1991), who concluded that differences in job satisfaction depend on employees' preferences for working hours and that if employees work the desired number of working hours, part-time work can be associated with a higher level of satisfaction.

The attention of a certain number of authors in the previous period was focused on the research of the job satisfaction of teachers. The topics investigated were mainly related to factors of job satisfaction, such as teacher autonomy, school climate, leadership style, workload, etc. Some studies were focused on the investigation of the consequences of teachers' satisfaction/dissatisfaction with the job in the form of teaching quality, teachers' engagement, students' success, and intention to leave the profession. Dinham and Scott (2000), for example, found that the most important factors of teachers' job satisfaction are intrinsic factors such as working with students and their success. Skaalvik & Skaalvik (2011) further found that the most important factors of teacher satisfaction include autonomy in work, management support, relationships with students, and workload, while dissatisfaction significantly increases intentions to leave the profession. Collie et al. (2012) investigated the impact of school climate on teachers' satisfaction and found that it significantly affects teachers' stress, job satisfaction and teachers' effectiveness (Collie et al., 2012). Some recent research also confirms that working conditions, teachers' autonomy, and management support are important factors in teachers' job satisfaction (Toropova et al., 2021).

When it comes to outcomes, i.e., consequences of teacher's job satisfaction, it was shown that a higher level of teacher job satisfaction is associated with higher teachers' efficiency and engagement (Collie et al., 2012), higher quality of relationship with students (Spilt et al., 2013), greater organisational commitment (Klassen & Chiu, 2010), greater student motivation and engagement (Hoque et al., 2023), etc.

From the above, it follows that job satisfaction is a complex and multidimensional concept with numerous factors and consequences. Understanding them is especially important in the context of the teaching profession, which can

play a key role in improving the quality of the educational process, and thus the success of students as future participants in the labour market.

3. Teaching staff in the secondary education system in the Republic of Serbia from the perspective of full-time and part-time employment

The education system in the Republic of Serbia includes various levels of formal education, ranging from preschool, primary, secondary and higher education to adult education and lifelong learning (Law on the Foundations of the Education System, 2017).

Secondary education is a very important segment of the education system in the Republic of Serbia, which, on the one hand, prepares some students for higher education and others for entry into the labour market and to continue their career path in the field of employment.

The key component in this segment of education in the Republic of Serbia is the teaching staff, since their professional and pedagogical competencies directly affect the quality of education that will be the basis for further education for some students and, for others for successful integration into the modern labour market.

Considering that previous research has shown that teachers' job satisfaction is an important factor in the quality of the teaching process, engagement, organisational commitment and motivation of teachers, which, in turn, determine the quality of the teaching process, motivation and success of pupils and students, this topic also deserves special attention in the secondary education system in the Republic of Serbia. In addition, the work of teachers in the secondary education system in the Republic of Serbia is characterised by certain specificities. This characteristic concern, first of all, the concept of the "class norm", which represents the number of direct teaching hours per week. In practice, a significant number of teachers don't have "class norms", which is 20 teaching hours per week (Rulebook on Pedagogical Norm for All Forms of Educational Work of Teachers and Professional Associates in Secondary School, 1992). Although, strictly speaking, a lower number of direct teaching hours than the "class norm" cannot be fully equated with a part-time work, in practice this is actually the most common case.

Working part-time or full-time can, however, have different implications for many aspects of teachers' work, including employment stability, income, distribution of work responsibilities and opportunities for professional development, all of which can be reflected in their level of job satisfaction. Therefore, an important question that arises is whether, within the secondary school teaching staff in the Republic of Serbia, there are differences between the levels of job satisfaction of those teachers who work full-time and part-time. The following table shows the structure of the teaching staff in the Republic of Serbia according working hours.

Table 1: Structure of teaching staff in secondary education in the Republic of Serbia according to gender and working hours at the beginning of the 2024/2025 school year

Gender	Teachers in total	% of total number	Full-time teachers	% by gender	Part-time teachers	% within gender
Female	19,726	66.8%	12,529	63.5%	7,197	36.5%
Male	9,815	33.2%	6,007	61.2%	3,808	38.8%
Total	29,541	100.0%	18,536	62.8%	11,005	37.2%

Source: Statistical Office of the Republic of Serbia (2025). Secondary education - beginning of the school year 2024/2025, *Bulletin*, ISSN 0354-3641, p. 9.

The data from Table 1 show that in the Republic of Serbia numerous teachers do not work full-time, caused by having fewer teaching hours than required for a full class norm. More precisely, in the Republic of Serbia, 62.8% of teachers in secondary education are employed full-time, while 37.2% work part-time. The data, therefore, show that almost every third teacher in the Republic of Serbia works part-time, which implies that one-third of teachers have less stable living conditions, more unstable incomes and poorer integration into the school community. Therefore, the question that logically arises is whether this is also reflected in their job satisfaction. This question was the subject of empirical research whose results will be presented in the following sections.

4. Hypotheses Development

A significant body of literature in the previous period dealt with the investigation of the factors and consequences of teachers' job satisfaction. However, it is noticeable that a significantly smaller number of authors investigated differences in job satisfaction between teachers who work full-time and those who work part-time. Additionally, it is noticeable that there are still no consistent conclusions about it.

In the study conducted by Koshy et al. (2025), it was found that full-time teachers generally experience higher levels of subjective well-being and greater teacher effectiveness compared to part-time teachers. Although this study did not explicitly investigate the influence of the form of work on job satisfaction, it can be indirectly concluded that those who had higher levels of subjective well-being had a higher level of job satisfaction as well, according to the positive relationship between these two variables found in some other studies (Ray, 2022).

Nelson et al. (2020) also analysed the satisfaction of part-time (adjunct) professors in relation to full-time academic positions. Their research showed the differences in job satisfaction between part-time and full-time professors is not unambiguous. Namely, it was found that in some dimensions part-time professors were more satisfied (e.g., flexibility), while in others they were less satisfied (job security). Regarding the obtained results, the authors pointed out that the results depend on the dimension of satisfaction that is being analysed.

Hutchinson (2021) investigated differences in job satisfaction between part-time (adjunct) and full-time teachers at community colleges. In this research, it was found that part-time teachers have a higher level of general job satisfaction than full-time teachers. In the study conducted by Sivells et al. (2024), it was found that part-time teachers reported more personal job satisfaction, while full-time teachers experienced greater role clarity and institutional security.

Umbach (2007) also investigated differences in the satisfaction of part-time and full-time teachers. His research showed that part-time teachers are less satisfied with salary and benefits, but they are equally satisfied with teaching itself as full-time teachers.

Although, according to the legal regulations of the Republic of Serbia, the work of teachers who have fewer teaching hours with pupils than the “class norm” cannot be strictly classified as part-time teachers, nor can full-time teachers be fully classified as teachers with a full “class norm“, for the purposes of examining the differences in teachers’ job satisfaction, the generally accepted distinction between full-time and part-time work, which exists in the international literature, will be used. In other words, we will start from the assumption that teachers who work with less than the full norm of teaching hours are functionally similar to the part-time teachers and, on the contrary, that teachers who work with the full norm of teaching hours are functionally similar to the full-time teachers.

Given that the results of the above studies have shown inconsistent results regarding differences in job satisfaction among full-time and part-time teachers, as well as the above-noted assumption regarding working time of Serbian secondary school teachers, the following hypotheses will be tested:

H₀: There is no statistically significant difference in the level of job satisfaction between secondary school teachers in the Republic of Serbia who have full-time and part-time working employment.

H₁: There is a statistically significant difference in the level of job satisfaction between secondary school teachers in the Republic of Serbia who have full-time and part-time working employment.

5. Research Methodology

5.1. Data collection and sample

In Serbia, most secondary schools are founded and administered by the state. Therefore, only public high schools were included in the sample for this study. In the 2022/23 school year in the Republic of Serbia, private secondary schools accounted for only 12.9% of regular secondary schools (67 out of 521) and 0% of schools for students with developmental disabilities (0 out of 38), indicating that their participation is negligible and that representative results can be reliably obtained based solely on public institutions (Statistical Office of the Republic of

Serbia, 2023). Moreover, the research focused exclusively on teaching staff. Questionnaires were sent to participants through official school email addresses, and the researchers guaranteed their anonymity. The data collection took place in 2023 using Google Forms as the online survey platform. Participants were asked to respond and 886 answers were collected. Table 2 presents the sociodemographic characteristics of the respondents.

Table 2. Sociodemographic characteristics of the respondents

Characteristic	Category	f	%
<i>Gender</i>	Female	680	76.7
	Male	206	23.3
<i>Age</i>	< 25	6	0.7
	26 - 40	224	25.3
	41 - 55	475	53.6
	> 55	181	20.4
<i>Marital status</i>	I live in a cohabitation	43	4.9
	Unmarried	184	20.8
	Married	545	61.5
	Divorced	84	9.5
	Widower/widow	30	3.4
<i>Education</i>	4th degree – secondary vocational education	5	0.6
	5th degree – specialist education after 4th degree	7	0.8
	6.1st degree – basic vocational/academic studies lasting 3 years	25	2.8
	6.2nd degree – basic vocational/academic studies lasting 4 years	165	18.6
	7.1. – master of professional/academic studies	616	69.5
	7.2. – Master of Science/Specialist Academic Studies	58	6.5
	8th degree - Doctor of Science	10	1.1
<i>Work experience</i>	< 5 years	86	9.7
	6 – 20 years	387	43.7
	21 – 35 years	373	42.1
	> 35 years	40	4.5
<i>Working load</i>	Under 30%	15	1.7
	From 31 to 60%	29	3.3
	From 61 to 90%	33	3.7
	More than 90%	809	91.3
<i>Number of schools a teacher is engaged</i>	One	681	76.9
	Two	153	17.3
	More than two	52	5.9

Source: Authors

The sample consisted predominantly of female participants (76.7%), while males accounted for 23.3% of respondents. In terms of age distribution, the largest proportion of participants was between 41-55 years of age (53.6%), followed by

those aged 26-40 years (25.3%) and over 55 years (20.4%), whereas participants younger than 25 years were minimally represented (0.7%).

Regarding marital status, most respondents were married (61.5%), followed by unmarried individuals (20.8%). Smaller proportions reported being divorced (9.5%), living in cohabitation (4.9%), or widowed (3.4%).

The educational structure of the sample indicated a high level of academic attainment, with the majority holding a master's degree (Level 7.1; 69.5%). Participants with four-year undergraduate degrees (18.6%) and Master of Science or specialist academic degrees (6.5%) were less represented, while other education levels were present only marginally.

With respect to work experience, most participants reported between 6 and 20 years of service (43.7%) or 21 and 35 years of service (42.1%), whereas fewer respondents had less than 5 years (9.7%) or more than 35 years of experience (4.5%).

The distribution of working hours showed that the vast majority of teachers were engaged at more than 90% of the "class norm" (91.3%), while substantially smaller proportions reported lower engagement levels. Finally, most respondents worked in a single school (76.9%), followed by those employed in two schools (17.3%) and more than two schools (5.9%).

5.2. Measurements

The questionnaire consisted of two sections. The first section collected respondents' demographic data such as gender, age, marital status, education, work experience, percentage of the "class norm" they worked, number of schools a teacher is engaged, while the following section was designed to assess the level of job satisfaction of secondary school teachers. In terms of job satisfaction, Spector's Job Satisfaction Survey (JSS) was used as one of the instruments in this study (Spector, 1985). The JSS is a widely applied measure designed to assess employees' attitudes toward various aspects of their job. It was originally developed to evaluate job satisfaction in human service, public, and non-profit organizations, although it has since been used across a wide range of occupational settings. The scale consists of 36 items grouped into nine dimensions of job satisfaction: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. Each dimension is measured with four items. Responses are recorded using a five-point Likert-type scale ranging from strongly disagree to strongly agree. The instrument includes both positively and negatively worded statements, and negatively phrased items are reverse-coded during data processing. The following statements in the questionnaire about job satisfaction were reverse-coded: 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34 and 36. Higher scores on the scale indicate higher levels of job satisfaction.

Working time was a categorical variable with four categories such as working time under 30%, from 31 to 60%, from 61 to 90%, and more than 90%. The

categories „under 30%”, “31-60%”, and “61- 90%” were classified as part-time employment, whereas the category „more than 90%” as full-time employment.

5.3. Statistical tests

To examine the reliability of the measurement scale, Cronbach’s alpha was calculated. Differences in job satisfaction across socio-demographic variables were analysed by using a one-way analysis of variance (ANOVA). The statistical analyses were carried out using IBM SPSS Statistics. In this research, job satisfaction was treated as the dependent variable in the model, whereas teacher load was included as the independent variable. Prior to conducting the ANOVA, key assumptions were examined, including the presence of outliers, normality, and the homogeneity of variance.

6. Results

6.1. Results of descriptive statistics

The following table presents descriptive statistics for job satisfaction.

Table 3. Descriptive statistics of latent variables

	M	SD	Skewness	SE od Skewness	Kurtosis	SE od Kurtosis	Min	Max	Cronbach’s alpha
Job satisfaction	2.977	0.649	.248	.082	.169	.164	1.229	5.000	0.927

Source: Authors

Descriptive statistics indicated a moderate level of job satisfaction among participants ($M = 2.977$, $SD = 0.649$). The relatively small standard deviation suggests limited dispersion of responses, indicating that participants’ perceptions of job satisfaction were fairly homogeneous. Skewness (0.248 , $SE = 0.082$) revealed a slight positive asymmetry, implying a modest concentration of responses toward lower levels of job satisfaction. However, the magnitude of skewness remained within commonly accepted thresholds for approximate normality. Similarly, kurtosis (0.169 , $SE = 0.164$) indicated no substantial deviation from a normal distribution, supporting the appropriateness of parametric statistical analyses.

The full use of the response scale (range = 1.229–5.000) suggests adequate sensitivity of the measure to capture variation of job satisfaction. Nevertheless, the mean score, being below the theoretical midpoint may indicate generally subdued job satisfaction within the sample, which could have implications for interpreting subsequent inferential analyses.

The results presented in Table 3 indicated a high level of reliability for the job satisfaction factor, with Cronbach's α values exceeding the recommended threshold of 0.70.

6.2. Results of ANOVA

In this part differences regarding working time and job satisfaction were assessed. First, the assumptions were tested. Outliers were assessed through visual inspection of boxplots and z-scores prior to conducting the analysis. Therefore, seven cases were removed from the analysis. Normality was assessed using the Shapiro–Wilk test. The results indicated that the job satisfaction scale demonstrated an approximately normal distribution, $W(879) = .997$, $p > 0.05$.

The assumption of equality of variance was checked by Levene's test (Table 4).

Table 4. Results of Levene's Test of Homogeneity of Variance

	F	df1	df2	p
Job satisfaction	.021	3	875	.996

Source: Authors

Levene's Test of Homogeneity of Variances indicated that the assumption of equal variances across groups was satisfied for job satisfaction, $F(3, 875) = 0.021$, $p = .996$. Therefore, the homogeneity of variance assumption required for ANOVA was not violated.

Table 5 presents the results of one-way ANOVA.

Table 5. Result of ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.575	3	2.525	6.501	.000
Within Groups	339.821	875	.388		
Total	347.396	878			

Source: Authors

A one-way analysis of variance (ANOVA) was conducted to examine differences in job satisfaction across levels of working time. The results indicated a statistically significant effect of working time on job satisfaction, $F(3, 875) = 7.575$, $p < .001$. This finding suggests that job satisfaction differs significantly among teachers depending on whether they work full-time or part-time. Additionally, the effect size was small ($\eta^2 = .022$).

Additionally, the Tukey HSD post hoc test was conducted to assess differences among specific groups of teachers (Table 6).

Table 6. Post hoc test

(I) Teacher load	(J) Teacher load	Mean Difference (I-J)	Std. Error	Sig.
less than 30%	31-60%	.054	.199	.993
	61-90%	.364	.194	.239
	more than 90%	.460	.162	.024
31-60%	less than 30%	-.054	.199	.993
	61-90%	.310	.160	.213
	more than 90%	.406	.120	.004
61-90%	less than 30%	-.364	.194	.239
	31-60%	-.310	.160	.213
	more than 90%	.096	.111	.822
more than 90%	less than 30%	-.460	.162	.024
	31-60%	-.406	.120	.004
	61-90%	-.096	.111	.822

Source: Authors

Tukey HSD post hoc comparisons were conducted to examine differences in job satisfaction across employment groups. The results indicated that teachers with a workload of less than 30% reported significantly higher job satisfaction compared to those with workloads exceeding 90% (Mean difference = 0.460, $p = .024$). Similarly, teachers working between 31% and 60% demonstrated significantly higher job satisfaction than those with workloads above 90% (Mean difference = 0.406, $p = .004$). No statistically significant differences were observed between the remaining workload groups ($p > .05$). Overall, the findings suggest that job satisfaction tends to be lower among teachers with the highest teaching workloads.

Accordingly, the null hypothesis (H_0), which stated that there is no statistically significant difference in job satisfaction between full-time and part-time employees, was rejected. The alternative hypothesis (H_1) was supported, indicating that teachers employed full-time differ significantly in their level of job satisfaction from those employed part-time.

7. Discussion

The analysis of Serbian secondary school teachers ($N = 886$) found that a very high teaching workload (>90% of a full-time equivalent) was associated with slightly lower job satisfaction than those with lighter teaching workload (<30% and 31–60% part-time equivalent), whereas other group comparisons were not significant. The effect was statistically significant but small ($\eta^2 \approx .022$). In practical terms, teaching workload explains only about 2% of the variance in satisfaction, indicating that many factors beyond workload influence how satisfied teachers feel in their jobs. These results align with prior research linking excessive workload to stress and burnout,

which can erode satisfaction. Namely, Eryılmaz et al. (2025) found that lower perceived working time, alongside supportive leadership and student discipline, was associated with higher teacher job satisfaction and vice versa. In addition, Agyapong et al.'s (2022) scoping review noted that chronic teacher stress, often driven by heavy workload, correlates with reduced job satisfaction. Jomuad et al. (2021) similarly reported that heavy workloads and additional duties significantly increased burnout among Philippine teachers.

The fact that heavy schedules associated with full-time employment can disrupt work-life balance and overwhelm teachers' time and energy was found in other studies (Antwi, 2026; Bisht et al., 2026). For instance, teachers often face long hours of lesson planning, marking, administrative tasks, and parent communication, duties that extend beyond classroom time (Antwi, 2026; Jomuad et al., 2021). This role overload leads to chronic stress. Antwi (2026) in addition describes how accumulating responsibilities create time pressure and loss of autonomy and a state of chronic stress that not only undermines job satisfaction but also places them at high risk for burnout. Work-life imbalance contributes as well. Bisht et al. (2026) note that teachers must integrate work with personal life to maintain balance, and failure to do so leads to extreme stress and impaired performance.

The results of previous studies generally indicate that job satisfaction is higher when employees have fewer obligations associated with part-time employment as they can better establish a work-life balance, there is less possibility of burnout and risk of excessive stress due to numerous obligations, etc. These findings support the rejection of the null hypothesis (H0) in favour of H1 in the case of secondary school teachers in the Republic of Serbia, with the limitation that the above listed factors were not tested on this sample.

8. Implications

The results obtained from empirical research on the differences in job satisfaction between full-time teachers and those with part-time working hours show that the latter are more satisfied, but that only about 2% of the variance in satisfaction is explained by the difference in employment status.

If we focus exclusively on the obtained results, then the key implication is that more flexible forms of work engagement in the education system should be considered. In this regard, the possibility of teachers voluntarily opting for full-time employment, if possible, or leaving the option of opting for part-time employment, could be considered. If this is possible, this would practically mean introducing the practice of job sharing. In addition, the possibility of more flexible teachers' schedules within the working week, if it is possible, could be considered. However, when implementing such measures, employees should also have in mind the potential negative aspects of part-time employment in the form of less financial security or limited opportunities for integration into the school environment and culture.

9. Conclusion

The paper examined differences in the job satisfaction of secondary school teachers in the Republic of Serbia, depending on whether they work full-time or part-time. In the paper, it was pointed out that one-third of teachers in Serbia have part-time working hours which means that in the majority of cases they have part-time employment. Therefore, investigating the differences in their job satisfaction is a very important topic and results obtained in the paper provide additional insights into this issue on this area. Although it is found that the differences in job satisfaction between full-time teachers and those employed part-time are statistically significant, where the second ones are more satisfied, the effect size is small (only about 2% of the variance in satisfaction is explained by the difference in working hours). This implies that there are other factors which could better explain the differences in job satisfaction among these two groups of teachers which will point the direction for future investigation.

This paper has some limitations. First of all, due to the fact that only working time, as full-time and part-time, was observed as a factor of job satisfaction, it cannot be confidently stated that this factor is the primary determinant of the observed differences in the level of job satisfaction. In addition, this paper did not consider control variables that could explain in more detail the differences in job satisfaction according to, for example, years of work experience, age, family obligations, etc. Therefore, the results obtained in this research should be viewed more in terms of correlation rather than cause-and-effect relationships.

Despite the aforementioned limitations, the paper shed new light on the issue of job satisfaction of secondary school teachers in the Republic of Serbia and can stimulate further research into additional factors that should be considered when studying this topic. In this way, the literature in this area will become richer, which will help to better understand teachers' job satisfaction in schools and propose more effective organisational or other measures to improve it.

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ZADOVOLJSTVO POSLOM NASTAVNIKA SREDNJIH ŠKOLA U REPUBLICI SRBIJI: UTICAJ PUNOG I NEPUNOG RADNOG VREMENA

Apstrakt: Zadovoljstvo poslom jedna je od najproučavanijih tema u literaturi zbog svog uticaja na mnoge važne ishode, bilo za zaposlene bilo za poslodavce. Ipak, neki aspekti ove teme i dalje zahtevaju dublje istraživanje. Jedan od njih tiče se razlika u zadovoljstvu poslom nastavnika koji rade sa punim, odnosno nepunim radnim vremenom, jer ovi oblici rada imaju različite implikacije na percepciju sigurnosti posla, stabilnost prihoda, integraciju u školi itd. S obzirom da u srednjim školama u Republici Srbiji skoro trećina nastavnika nema „normu časova“ (što je funkcionalno slično radu sa nepunim radnim vremenom), razlika u zadovoljstvu poslom biće ispitana upravo na uzorku koji je činilo 886 ispitanika. Za testiranje hipoteze primenjene su deskriptivne statističke metode i jednofaktorska ANOVA. Rezultati su ukazali na značajan uticaj forme rada na nivo zadovoljstva poslom nastavnika srednjih škola, gde su nastavnici sa nepunim radnim vremenom bili zadovoljniji svojim poslom od zaposlenih sa punim radnim vremenom. Rezultati istraživanja će doprineti literaturi iz ove oblasti, ali mogu poslužiti i kao osnova za dalja istraživanja.

Ključne reči: zadovoljstvo poslom, nastavnici sa punim radnim vremenom, nastavnici sa nepunim radnim vremenom, srednje škole.

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