LITHUANIAN DISTANCE EDUCATION TEACHERS' JOB SATISFACTION

Kestutis Liekis

KLQ Ltd, United Kingdom, e-mail: k.liekis@outlook.com

Birute Aleksandraviciute

Mykolas Romeris University, Lithuania, e-mail: birute.aleksandraviciute@gmail.com

Olena Bochko

Lviv Polytechnic National University, E-mail: bochkoolena@ukr.net

Abstract

Purpose - To identify the job satisfaction of distance education teachers.

Research methodology. In order to reach the research purpose, an exploratory study was selected. Exploratory study – a preliminary study to find out the content of the problem, composition and directions for its further decision.

Research methods - analysis of literature; exploratory study (quantitative survey using the Minnesota Satisfaction Questionnaire (MSQ)); mathematical statistics.

Findings – distance education teachers with low levels of job satisfaction are most likely to feel dissatisfied with their job for the following reasons: compensation, working conditions, supervision - technical, responsibility, recognition, achievement, supervision – human relationships.

Research limitation - It was an exploratory study so the results cannot be generalised across all of the Lithuania population.

Value - despite the growing popularity of distance education, in Lithuania there are not enough teachers (in general). At this moment in time in Lithuania, there is a lack of about 200 teachers. So these two criteria require extra attention in relation to the distance education teacher's job satisfaction.

Keywords – distance learning, teaching, job satisfaction, distance education teachers, education, e-learning.

Research type – research paper

JEL classification – M12, M10.

Introduction

Constantly improving information and communication technologies and the rapid development of distance teaching and learning software, leads to an increasing number of students using this service. The distance learning method encourages dropout students to return and graduate, assists pupils unable to attend school for physiological or psychological reasons, and provides opportunities for athletes, musicians, artists, and expatriates to pursue education.

There is also a trend where older teachers, the number of people who decided not to work in schools because of age, is higher in comparison to the number of young people who have just started university pedagogical studies (Butler, 2014).

The instability of the labour market, not only in Lithuania but across the world, which is driven by the global economic situation, contributes to this.

In order to make the school attractive to young professionals, there should be certainty about job stability, the job should meet workers' expectations, and other preconditions should be created to increase employee job satisfaction. Note that teacher strikes are on the increase. For the most part, this is due to the constantly criticised situation in the education system in Lithuania and more attention being paid to the environment of the education system and the need for reforms and changes.

It should also be taken into consideration that despite of the growing popularity of distance learning education, in Lithuania there is not enough teachers (in general). Teachers number decreased from 82,791 in 1999-2000, to 32,256 in 2015-2016. According to the data of the Ministry of Education and Science of the Republic of Lithuania, Lithuania is facing a constantly decreasing number of pupils, schools, and teachers (LR Švietimo ir mokslo ministerija, 2016). The average age of teachers in schools is increasing, with only 10% of young people completing university pedagogical studies finding employment in schools.

Research problem. What is the job satisfaction level of distance education teachers?

The purpose. To identify the job satisfaction of distance education teachers.

Research task: to analyse the tendencies of distance education in Lithuania; to assess the phenomenon of job satisfaction; to determine the level of job satisfaction of distance education teachers.

Research methods. analysis of literature; exploratory study (quantitative survey using the Minnesota Satisfaction Questionnaire (MSQ)); mathematical statistics.

1. Distance Education in Lithuania

1.1. Distance Education Services provided by Lithuanian General Education Institutions

The form of distance learning and the way in which the learning process is organised are mutually agreed by the students, the non-adult students' parents/guardians, and the school head, taking into account the student's learning needs, SEN and in the contract. If there is no opportunity to teach in the desired way, the student can to choose to find another school that provides the preferred method. The forms of distance learning in general education and vocational training are as follows: a form of group learning in which groups of students (class, joint classes, vocational

training group, subgroup, ad hoc group, special medical fitness group or other) for a certain period of time (hereinafter referred to as class, group) are trained by teachers; a form of individual learning, where a learner is taught individually for a period of time, or individually through periodic group and / or individual teacher counseling.

The form of group learning is implemented in the following ways: daily - students regularly, 5 days a week, attend school and receive consistent teacher education: primary, basic, secondary; vocational training programmes; students attend school on a regular basis, 3-5 days a week, and receive consistent teacher education in adult primary, basic, and secondary education. This form is more popular in Lithuania.

Distance learning attendance records are managed by logging in to the virtual learning environment, e-mail or Internet telephony application data, and is recorded in the electronic logbook. The school providing the distance learning must ensure the safety of the distance learning environment, access to the distance learning environment, accounting for teaching / learning time in the distance learning environment, ensure compliance with evaluation procedures and protection of evaluation information. (LR Švietimo ir mokslo ministerija, 2012).

1.2. Distance education and its expansion in Lithuania

In recent years E-learning in the education sector has rapidly developed. Students prefer flexibility and quality in their studies and in a virtual environment (space). There are many possibilities to introduce students to this learning through co-operation. Global virtual opportunities allow students to learn from colleagues in other countries, while fostering different cultures as well as facing challenges with communications at a global level.

A number of companies and universities provide distance education classes and in-service training on virtual platforms via the internet. This method is provided independently from time and space, and is conducted in a particular country and on occasion, worldwide (Kuscu & Arslan, 2016).

An experiment in distance education in general education institutions was started in 2001 at Vilnius Ozas gymnasium. In 2016 – 2017 we had 2626 distance learning students in similar institutions. Most of the students were at Vilnius Ozas Gymnasium.

Table 1. Number of distance education students, 2016-2017

Name of the Educational Institution	2016-2017	
	Group	Individual
Akmene District Youth and Adult Education Centre	357	5
Jurbarkas „Azuoliukas" School	1	-
Kaisiadorys Adult and Youth School	97	-
Kaunas Adult Education Centre	5	6
Kretinga District Education Centre	67	-
Siauliai „Sauletekio" Gymnasium	2	-
Sirvintos district Gelvonai High School	-	58
Siauliai "Sandara" Progymnasium	199	-
Simonas Daukantas Gymnasium in Siauliai	20	-
Taurage Adult Education Centre	68	-
Trakai Adult Training Centre	292	299
Vilnius Adult Learning Centre	2	-
Vilnius Ozas Gymnasium	1104	12
Vilnius "Zidinio" Adult Gymnasium	31	-
Visaginas „Atgimimo" Gymnasium	1	-

Source: (PPMI, 2019)

Table 2. The number of distance-learning students at accredited institutions by level of education

| Stage of Education	Vilnius Ozas Gymnasium		Siauliai "Sandora" Progymnasium		Siauliai Simono Daukanto Gymnasium	Akmene Adult Training Centre		Kretinga Adult and Youth Training Centre
	Group	Individual	Group	Individual	Group	Group	Individual	Group
Primary education	520	-	99	1	-	-	-	-
Basic education	425	7	65	-	8	140	-	-
Secondary education	135	10	-	-	19	235	7	69
Total:	1080	17	164	1	27	375	7	69

Source: (PPMI, 2019),

Distance learning is free for Lithuanian citizens. Basic education achievement tests (called PUPP in Lithuanian) are passed by students according to PUPP and exam organisation and implementation procedures. Lithuanian language and Mathematics basic education achievement tests may be passed using Skype. Those who successfully pass courses get accredited documents of education approval.

According to the Ministry of Education, Science and Sports, in 2016-2017 y. Lithuanian general education schools, 2626 students studied remotely, so it is obvious that the number of distance learners has increased significantly. According to the Pupils' Register, distance learning services are mainly used in primary and lower secondary education (see Table 8). It is worth noting that the Akmene Adult Training Centre and the Kretinga Adult and Youth Training Centre currently provide distance education to persons over 18 years of age (PPMI, 2019).

1.3. Distance education for emigrants

Lithuanian general education institutions can provide both group and individual (individual learning) distance education services. Pupils aged 7-18 years (up to 21 years with special educational needs) can be enrolled in primary, basic and secondary education, on a temporary basis abroad and on a temporary or permanent basis for those who wish to study the Lithuanian language, Lithuanian history and geography ("Lithuanian package"), is included in the list of groups taught through distance learning (group learning). A pupil temporarily travelling abroad may study through the distance education process (in the form of group learning) in primary, basic and secondary education, provided that his/her parents (guardians) or the pupil himself / herself between the ages of 14 and 18 have declared in writing that they are not learning under general education programmes in the country of residence. Distance education is also available for individuals participating in high-level athletic training, international business olympiads, and international student mobility and exchange programmes.
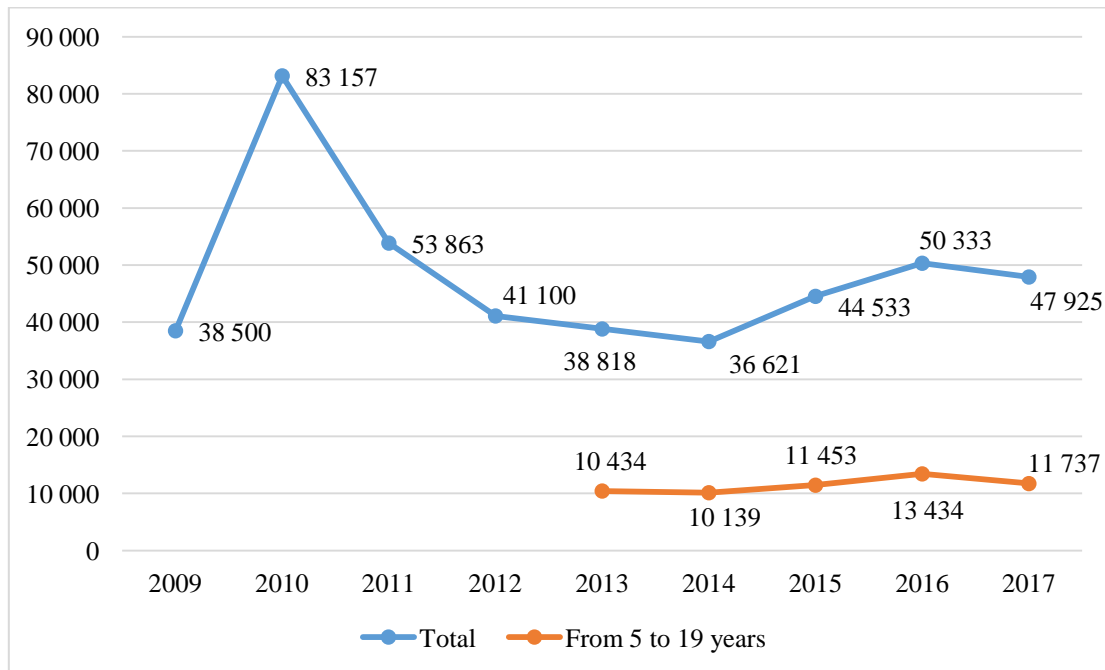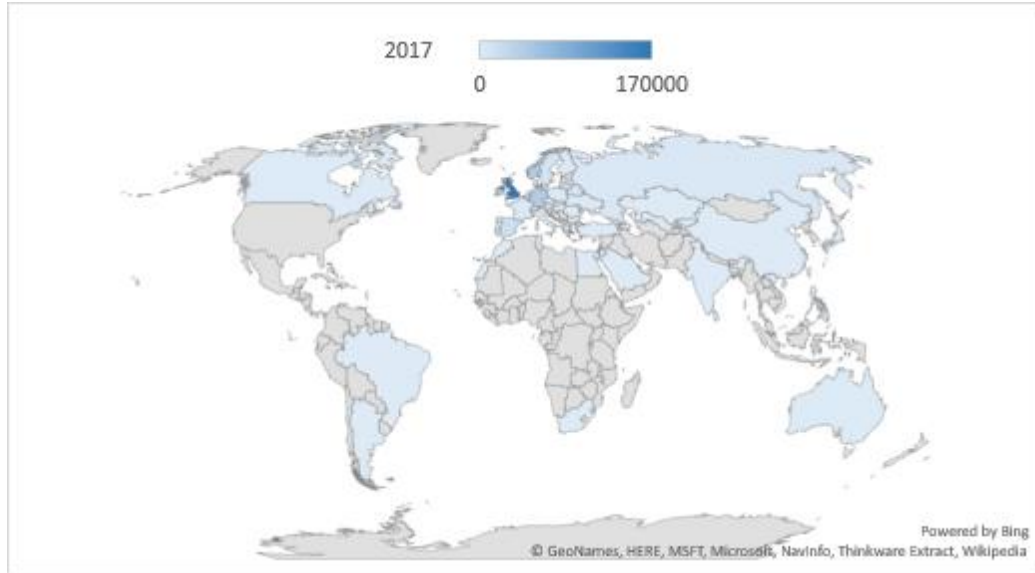

Source: Eurostat

Figure 1. Emigration by age group in Lithuania

Distance education is inextricably linked with the emigration of Lithuanian citizens. According to Eurostat, Lithuania emigration (including children and young people) is constantly changing (Figure 1) According to the data of the Lithuanian Department of Statistics, in 2018, 32,206 people emigrated from Lithuania. Compared to 2017, the size of emigration is less when almost 16,000 more residents emigrated from Lithuania. The absolute majority of emigrants (90% in 2018) were citizens of the Republic of Lithuania. In 2018, 5,423 persons under the age of 18 left

Lithuania making up 16.8% of all those who left that year. So, compared to 2017, the absolute number of expats aged under 18, the relative share of emigrants in the total statistics of emigrants increased by 1.8 percentage points.

Lithuanian emigrants are scattered all over the world (Figure 2).

Source: European Migration Network

Figure 2. Emigrants from Lithuania in the World

However, a significant number of expatriate parents preferred their children to study in Lithuania using distance learning programmes.

But it should be taken into consideration that despite the growing popularity of distance learning, in Lithuania there are not enough teachers (in general). The number of teachers has decreased from 82,791 in 1999-2000, to 32,256 in 2015-2016. In 2020 there is a shortfall of about 200 teachers.

2. The phenomenon of job satisfaction

Employees are one of the greatest assets of any organisation, and they determine the effectiveness of the organisation in achieving its goals and participate in every activity of the organisation. They are also one of the most important factors in the success of an organisation. In a competitive environment, an organisation that manages, controls, and effectively and optimally utilises the available human resources wins. The importance of job satisfaction for employees' mental and physical well-being, as well as the impact on key organisational elements such as productivity, absenteeism, employee relationships, retirement.

There are various definitions of job satisfaction. Most of these definitions become more complex over time and include more criteria. Job satisfaction is a positive, and enjoyable emotional state that comes from the attitude towards the job you have or is doing (Locke, 1976). Job satisfaction is a measure of the employee's attitude to work and the individual aspects of that job (Luthans, 1994).

From these statements, it can be concluded that job satisfaction is a behavioural or emotional response to work tasks and at the same time to the social and physical environment of the workplace. Successful employee motivation and job satisfaction depends more on management philosophy than on the techniques employed. The manager's attitude towards and responsiveness to the people he / she manages are important (Gilmeanu, 2015).

Job satisfaction is particularly age-dependent. Young workers are often dissatisfied with their first job and find it difficult to get involved. Older workers, in turn, tend to try several jobs and feel more satisfied with their job (Schultz & Schultz, 2006). A study conducted in the Australian public sector revealed that employees' attitudes towards work are positively correlated with their working hours: the longer the employee has worked in the organisation, the greater their job satisfaction.

2.1. Job satisfaction and motivation

Employee behaviour and performance are influenced by four key factors: motivation, understanding of one's role in the organisation, the ability to perform tasks properly, and the situational factor (Hill & McShane, 2008). Motivation itself consists of three other factors: direction (what the employee is trying to do), effort (how well the employee is trying to do it) and perseverance (how long the employee is doing it). If at least one element is defective, the results of the work are distorted (Armstrong, 2005).

Organisations whose main strategic goal is effective operations and management, should start with human resource motivation. Motivation encourages employees to get involved in their work activities, act in the best interests of the organisation, and achieve the goals they set. Motivation is directly linked to individual and professional satisfaction (Vroom, 1964).

There are three insights that define the relationship between motivation and job satisfaction (Gilmeanu, 2015): The level of satisfaction and dissatisfaction with work is an indicator of the effectiveness of the application of motivation measures; There is a reciprocal relationship between motivation and job satisfaction; Both motivation and job satisfaction can have both positive and negative effects on an organization's performance.

It is argued that productivity depends on employees' competences and abilities, but it is clear that motivation and job satisfaction as forces that stimulate and shape employee behaviour, influence performance, employment and work behaviour.

2.2. Job satisfaction and organisational commitment

Organisational commitment is traditionally defined as a strong belief in and commitment to organisational goals and values, a willingness to work hard for the organisation, and a clear commitment to staying connected to the organisation (Watson, 2010). It is crucial to the psychological state of employees. Organisational commitment is also defined as a measure of how and to what extent employees see themselves as members of the organisation (or part of it) and feel dependent. Organisational commitment is essential to attracting qualified staff, as only satisfied and dedicated staff are committed to continuing their mutually beneficial collaboration with the organisation and making great efforts to achieve the organisation's goals (Nagar, 2012). Employees with a high level of organisational commitment benefit the organisation because they are motivated to work efficiently, and are prepared to carry out activities beyond their organisational responsibility (Schappe, 1998).

Organisational commitment has three components: emotional, normative, and ongoing commitment (Meyer & Allen, 1991). Improving these three components can reduce the number of employees leaving the organisation (Nogueras, 2006).

Research shows that the higher the teachers' motivation and job satisfaction rates, the higher their organisational commitment. Meanwhile, lower motivation and job satisfaction rates also lead to lower organisational commitment (Tentama & Pranungsari, 2016).

More satisfied employees tend to be fully committed to the organisation, and it is likely that organisations will improve their performance and productivity and reduce employee turnover. At the same time, less satisfied employees are more likely to be late for work, absenteeism increases and thus worsens the performance of the organisation (LePine, Colquitt, & Wesson, 2009). In other words, job satisfaction directly influences employee turnover, absenteeism rates, teamwork, and job perception, and as a result also affects the level of organisational commitment.

The best way to predict behaviour is to evaluate the purpose and consequences of the behaviour in question. The willingness of an employee to remain in or leave the organisation depends strongly and consistently on their voluntary choice. The intention to stay is tied to the employee's intention to continue working with an existing employer in the current work environment, and is usually long-term. The intention to leave the organisation in turn, is an intention of the employee to leave the organisation in the near future. The intention to change jobs is just a prelude to the fact itself - to leaving. When an employee has a high level of organisational commitment, the likelihood that they will leave the organisation is low and vice versa.

Greater emphasis must be placed on the employee's intention to stay (retention) rather than on the intention to leave (friction), as in the case of the employee's leaving, the organisation incurs

direct costs in finding, training and retaining another employee. In addition to financial losses, the organisation also experiences a decline in important indicators such as efficiency, productivity, morale, service disruption, which in turn can lead to customer dissatisfaction.

Typically, factors such as low pay, lack of career advancement opportunities, lack of training and retraining programmes, poor relationships with the administration, and a poor work environment may contribute towards leaving the organisation. There are two groups of causes that influence the intention to leave an organisation: internal organisational causes (HRM issues, organisational culture, work related issues, lack of leadership and internal communication) and external organisational problems (individual and labour market related issues) (Kessler-Ladelski & Catană, 2013).

3. Research methodology

In order to answer the research questions, the **exploratory study** was selected. Exploratory study - a preliminary study to find out the content of the problem, composition and directions for its further decision.

Research participants. One of the accredited Lithuanian educational institutions with the highest number of students was selected for the study. The organisation employed 47 distance learning teachers during the survey, and 42 respondents participated in the survey.

Consent was obtained from the head of that school.

Research process. The study was conducted in April 2017. To determine distance learning teachers' job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ) was selected. It measures the overall level of job satisfaction among respondents. Because the MSQ description strongly recommends (if possible) the use of a long form questionnaire, which takes 15-20 minutes to complete, this recommendation was followed.

The questionnaire consists of 100 questions-statements, each of which corresponds to a certain factor. The Respondent indicates how satisfied they are with each statement in their current job by using the following five response categories: Very Dissatisfied, Dissatisfied, Neither, Satisfied, Very Satisfied.

MSQ analyse twenty factors: 1. Ability Utilization; 2. Achievement; 3. Activity; 4. Advancement; 5 Authority; 6 Company Policies; 7 Compensation; 8 Co-workers; 9 Creativity; 10 Independence; 11 Moral Values; 12 Recognition; 13 Responsibility; 14 Security; 15 Social Status; 16 Social Service; 17 Supervision--Human Relations; 18 Supervision—Technical; 19 Variety; 20 Working Conditions. Each factor is described by five questions-statements. Additionally, a 20-item General Satisfaction scale can also be scored (Weiss, Dawis, England, & Lofquist, 1967).

The MSQ instruction manual and the questionnaire were translated into Lithuanian and provided to all respondents. The questionnaire was submitted electronically, informing distance education teachers through the Teachers section of the organisation's website and informing each teacher personally via email. Responses from respondents who may not be related to this study were thus avoided. Google Drive technology was used to collect the answers.

Cronbach's alpha coefficient was used to assess the scale internal consistency of the questionnaire.

It shows the correlation between the individual questions that make up the questionnaire and assesses whether all the questions on the scale adequately reflect the size of the sample and enables the number of questions to be adjusted on the scale (Pukėnas, 2011) (3 Table).

3 Table. Reliability Statistics Cronbach's Alpha

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
0,985	0,985	100

According to Aiken (2002) internal consistency should be between 0 and 1. If the Cronbach's Alpha reaches 0.60, this is suitable for research. However, it is often desired that the Cronbach's Alpha be 0.70 or higher in order for a scale or set of questions to be considered harmonized. In our case Cronbach's Alpha is 0,985 (Pakalniškienė, 2012).

4. Research results and findings

The results for each twenty of the job satisfaction factors were reviewed and any insights are given below, followed by a conclusion with an overall job satisfaction rating.

Ability utilisation. The chance to do something that makes use of my ability. Notably, out of five questions defining this factor, none of the respondents answered, "very dissatisfied". It should also be noted that the response rate for this factor, "neither", is relatively low (13.33%).

Achievements. The feeling of accomplishment I get from the job. This factor also resulted in no "very dissatisfied" answers, and the "dissatisfied" response rate was low (2.96%). However, there is a noticeable increase in the number of respondents who chose the "neither" option (25.93%), which suggests that this factor is not of major importance to employees.

Activity. Being able to keep busy all the time. This factor also resulted in no "very dissatisfied" answers, and the "dissatisfied" response rate was low (2.23%). Remarkably, more than 85% of respondents answered the statement "Being able to keep busy all the time" in their current job and "only 15%" said "neither". However, for other statements defining this factor, a fairly large proportion (28.15%) of "neither" responses was noted.

Advancement. The chances for advancement in this job. This factor also resulted in no "very dissatisfied" answers, but the "dissatisfied" response rate is higher (13.33%). It is also noteworthy that almost one third of the respondents answered "neither". Responses to "dissatisfaction" and "dissatisfied" were halved in the statement "The way promotions are given out on this job" (30%).

Authority. The chance to tell other people what to do. This factor also resulted in no "very dissatisfied" answers, and the "dissatisfied" response rate was low (2.23%). It is noteworthy that 89% of respondents responded to the statement "The chance to have other workers look to me for direction" "satisfied" or "very satisfied". Only 11% answered "neither". However, in the responses to the other statements, a significant number of respondents noted "neither" which constituted a significant proportion (37.04%).

Company policy and practices. The way company policies are put into practice. For the first time, this study encountered "very dissatisfied" (2.23%) responses. There is also a high number of "dissatisfied" responses. The statement "The policies and practices toward employees of this company." (almost 15% of respondents) received the most negative answers.

Compensation. My pay and the amount of work I do. This factor also resulted in no "very dissatisfied" answers, which means that the "dissatisfied" response rate is particularly high (25.93%). These respondents answered equally negative to four out of five statements that defined the reward factor for work done, however, in the statement "The chance to make as much money as my friends", unusually large respondents in this study chose "neither" (close to 60%).

Co-workers. The way my co-workers get along with each other. This factor also did not lead to "very dissatisfied" answers, with a "dissatisfied" (3.70%) response rate. As many as 92.5% of all respondents marked "The friendliness of my co-workers" as "satisfied" or "very satisfied", but one in three (35%) chose "neither" in the actual relationship definitions ("The way my co-workers get along with each other" and "The chance to develop close friendships with my co-workers").

Creativity. The chance to try my own methods of doing the job. This factor also resulted in no "very dissatisfied" answers, and the "dissatisfied" response rate was low (2.23%). The overall "satisfied" or "very satisfied" response rate is 75.55%.

Independence. The chance to work alone on the job. This factor also resulted in no "very dissatisfied" answers, and the "dissatisfied" response rate was low (0.74%). The number of respondents who chose "neither" is also small (17.04%).

Moral values. Being able to do things that are not against my conscience. This factor also did not result in "very dissatisfied" response rates, with a "dissatisfied" (2.96%) response rate. Respondents who chose "neither" were also very low (9.63%).

Recognition. The praise I get for doing a good job. To evaluate this factor, nearly 20% of respondents chose "very dissatisfied" and "dissatisfied" with the statements "The way I am noticed

when I do a good job" and "The praise I get for doing a good job". In addition, 43% of respondents chose the answer "neither" to "The recognition I get for the work I do" and "The way they usually tell me when I do my job well". Just over half of the respondents were satisfied with this factor.

Responsibility. The freedom to use my own judgment. 85% of respondents answered, "very satisfied" and "satisfied" with the statement "The responsibility of my job". However, 52% of respondents chose the answer "neither" to say "The chance to be responsible for the work of others".

Security. The way my job provides for steady employment. This factor also did not lead to a "very dissatisfied" answer, with a "dissatisfied" (3.70%) response rate. 40.74% of respondents rated the "The way my job provides for steady employment" as "very satisfied" (37.04% rated "satisfied"). However, the number of respondents who chose the answer "neither" is quite significant.

Social service. The chance to do things for other people. For this factor, neither "very dissatisfied" nor "dissatisfied" were chosen. The number of those who chose the "neither" answer is also relatively low (14.81%).

Social status. The chance to be "somebody" in this community. This factor also resulted in no "very dissatisfied" answers, with 37.04% of respondents saying "The chance to be "somebody" in the community", 44.45% to the statement "The chance to "rub elbows" with important people" and 51.85% chose the answer "neither" in the statement "The chance to be important in the eyes of others".

Supervision – human relationships. The way my boss handles his employees. 14.81% of respondents noted that they are "dissatisfied" with "The way my supervisor and I understand each other".

Supervision – technical. The competence of my supervisor in making decisions. 14.81% of the respondents noted that they are "dissatisfied" with "The way my boss trains his/her employees". 81.48% of respondents answered "satisfied" or "very satisfied" with the statement "The technical "know-how" of my supervisor".

Variety. The chance to do different things from time to time. This factor did not result in any "very dissatisfied" answers, with a relatively low "8.15%" response rate. 11% of respondents answered "dissatisfied" with the statements "The routine in my work" and "The chance to do many different things on the job".

Working condition. The working conditions. 40.74% of respondents answered "dissatisfied" and "very dissatisfied" with the statement "The working conditions (heating, lighting, ventilation, etc.) on this job" and "The physical working conditions of the job".
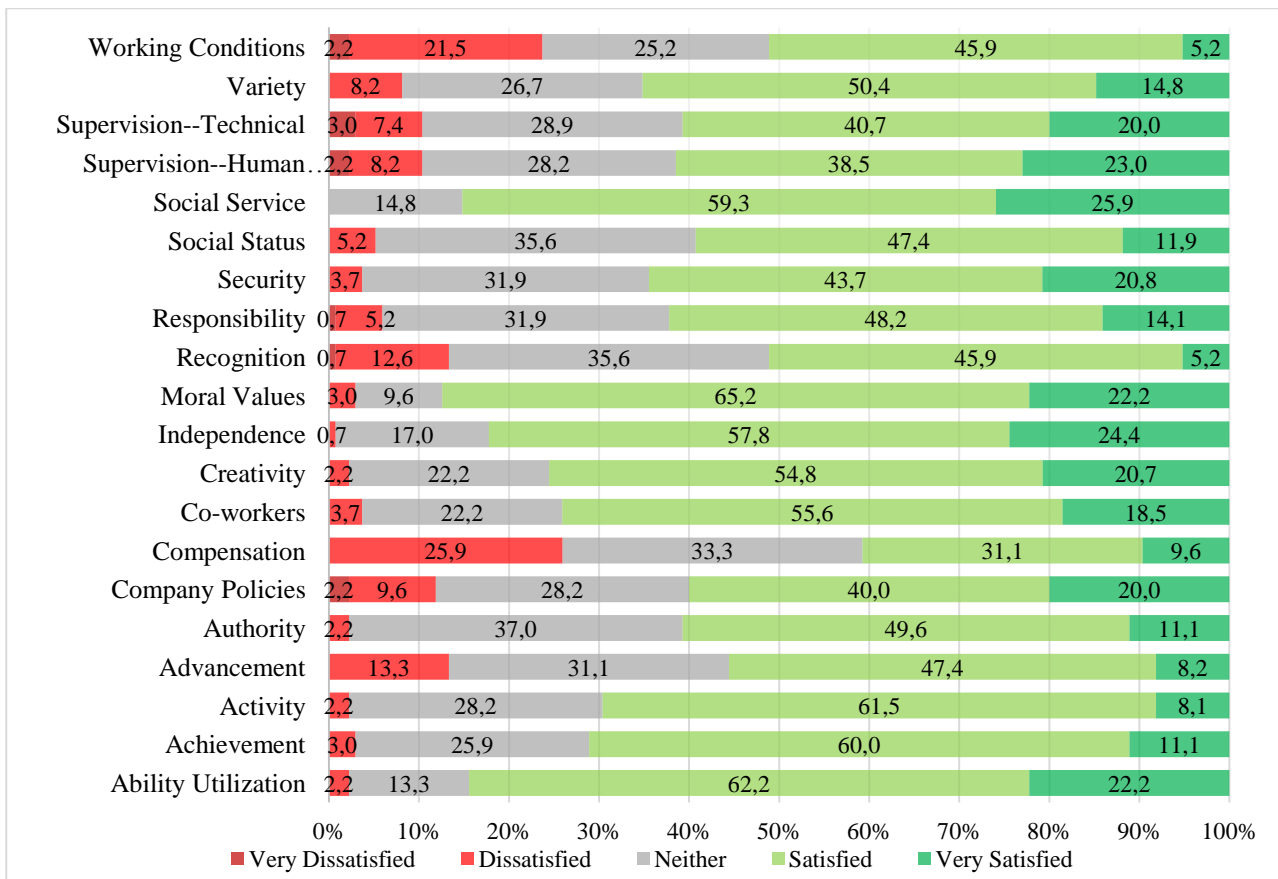
Figure 3. Research results by factors

Primary scores for each MSQ scale were converted to percentile scores using the tables of normative date for Teachers (Weiss, Dawis, England, & Lofquist, 1967). The percentile score gives a relative position in a normative group. The results is shown at Table 4.

Table 4. Research results converted to percentile

Factors	Percentile	Job satisfaction
Ability utilisation	46.19	Average
Achievements	29.48	Low
Activity	33.89	Low
Advancement	43.85	Average
Authority	50.81	High
Company policy and practices	58.33**	High
Compensation	33.04	Low / average
Co-workers	34.74	Average
Creativity	34.41	Average
Independence	53.52	High
Moral values	42.48	High
Recognition	38.81	Average
Responsibility	31.63	Average
Security	39.67	Average
Social service	42.30	High
Social status	49.74	High
Supervision – human relation	31.63	Average
Supervision – technical	31.63	Average
Variety	34.70	Average
Working condition	22.67*	Low

* One of the factors with the lowest percentile
** One of the factors with the highest percentile

Employees with low levels of job satisfaction are most likely to feel dissatisfied with work for the following reasons: compensation, working conditions, supervision - technical, responsibility, recognition, achievement, supervision – human relation.

Most negatives ratings ("very dissatisfied'" and "dissatisfied") were received from these statements:
- The working conditions (heating, lighting, ventilation, etc.) on this job
- The working conditions
- The physical working conditions of the job
- The way I am noticed when I do a good job
- The amount of pay for the work I do
- The chance to make as much money as my friends
- How my pay compares with that for similar jobs in other companies.
- How my pay compares with that of other workers.
- The way I am noticed when I do a good job.
- The way I get full credit for the work I do.
- The pleasantness of the working conditions.

5. Limitation and future research

It should be noted that in this research it has been chosen to compare the survey data with the Teacher norms in the MSQ and despite being closest to our subjects, it should be noted that the norms should be varied by the teachers and are in a different interval from that of the surveyed teachers.

It was an exploratory study so the results cannot be generalised towards the entire Lithuanian population.

Facing the World pandemic of Covar-19, it is becoming obvious, that distance education has become more important than ever. Therefore, there is no need for extra research to find out that the number of students in Lithuania distance education has now become much higher. However, such a massive transition to distance education can become unattractive to teachers. In the future it would be necessary to repeat this type of research, and to investigate teachers job satisfaction from all schools from Lithuania.

6. Conclusions

1. Distance education in general education schools as an experiment in Lithuania, began in 2001. It has been expanding ever since and now in Lithuania there are 2,626 distance learning students, not just for individual subjects, but for all the curricula. Faced with today's global trends, it is clear that the need for distance learning in general education institutions will only increase. However, the unpopularity of the teaching profession and the declining number of teachers each year pose additional challenges.

2. The concept of job satisfaction has been widely studied by various authors. They agree that it is primarily the employee's emotional state, his / her feeling, attitude and response to work and tasks, as well as his / her social and physical work environment. There is a mutual relationship between motivation and job satisfaction. On the one hand, motivation is a direct consequence of job satisfaction, but at the same time job satisfaction itself is a state of the effects of the motivation measures. Job satisfaction directly influences organisational commitment. More satisfied employees tend to commit to the organisation, so organisations are likely to improve their performance and productivity and reduce employee rotation. At the same time, less satisfied employees are more likely to be late for work, absent more often and thus worsen the performance of the organisation.

3. The study of distance education teachers' job satisfaction revealed that there are "weak" factors that reduce their job satisfaction. There is a need to distinguish between compensation, working conditions, supervision - technical, responsibility, recognition, achievement, supervision – human relationships. Overall job satisfaction of distance education teachers is average, but more than half of these teachers in the organisation have low job satisfaction. Distance education teachers with low job satisfaction are most dissatisfied with working conditions, recognition, compensation factors.

References

Armstrong, M. (2005). *A Handbook of Human Resource Management. 10th edition.* London: Kogan Page.

Butler, L. G. (2014). *Teacher attrition variables that influence retention and job satisfaction.* ProQuest LLC.

Gilmeanu, R. (2015). Theoretical considerations on motivation at the work place, job satisfaction and individual performance. *Valahian Journal of Economic Studies*, 69-80.

Hill, C. W., & McShane, S. (2008). *Principles of Management.* New York.

Kessler-Ladelski, L., & Catană, G. A. (2013). Causes affecting voluntary turnover in IT sector. *Review of some empirical studies, International conference on Marketing, Marketing from information to decision, 6th ed.*, 102-113.

Kuscu, M., & Arslan, H. (2016). Virtual Leadership at Distance Education Teams. *Turkish Online Journal of Distance Education-TOJDE, 17*(3), 136-155.

LePine, J. A., Colquitt, J. A., & Wesson, M. J. (2009). *Organization behavior: Improving performance and commitment in the workplace.* New York: The McGraw-Hill Com. Inc.

Locke, E. A. (1976). The nature and caouses of job satisfaction. *Handbook of Industrial and Organizational Psychology*, 1297-1343.

LR Švietimo ir mokslo ministerija. (2012). *Dėl mokymosi pagal formaliojo šiveitmo programas (išskyrus aukštojo mokslo studijų programas) formų ir mokymo organizavimo tvarkos aprašo patvirtinimo.* Vilnius: 2012 m. birželio 28 d. Nr. V-1049.

LR Švietimo ir mokslo ministerija. (2016). *Mokytojų skaičius: perteklius ar trūkumas?* Vilnius: Lietuvos Respublikos švietimo ir mokslo ministerijos Švietimo aprūpinimo centras.

Luthans, F. (1994). *Organizational behavior.* New York: McGraw-Hill.

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resources Management, 1(1)*, 61-89.

Nagar, K. (2012). Organizational commitment and job satisfaction among teachers during times of burnout. *Research Journal, 37(2)*, 43-60.

Nogueras, D. (2006). Occupational commitment, education, and experience as a predictor of intent to leave the nursing. *Nursing Economics Journal, vol/issue: 24(2)*, 86-93.

Pakalniškienė, V. (2012). *Tyrimo ir įvertinimo priemonių patikimumo ir validumo nustatymas.* Vilnius: Vilniaus universiteto teidykla.

PPMI. (2019). *Išvykusių į užsienį asmenų nuotolinio mokymosi Lietuvos mokyklose ir tokio mokymo galimybių tyrimas.* Vilnius: PPMI.

Pukėnas, K. (2011). *Kokybinių duomenų analizė SPSS programa. Mokomoji knyga.* Kaunas: Lietuvos kūno kultūros akademija.

Schappe, S. P. (1998). The influence of job satisfaction, organizational commitment and fairness perceptions on organizational citizenship behavior. *The Journal of Psychology, vol.132*, 277-290.

Schultz, D. P., & Schultz, S. E. (2006). *Psychology & Work Today (9th ed.).* New Jersey: Pearson Education International.

Tentama, F., & Pranungsari, D. (2016). The Roles of Teachers' Work Motivation and Teachers' Job Satisfaction in the Organizational Commitment in Extraordinary Schools. *International Journal of Evaluation and Research in Education (IJERE) Vol.5, No.1*, 39-45.

Vroom, V. (1964). *Work and motivation.* New York: Wiley.

Watson, T. (2010). Leader ethics and organizational commitment. *Undergraduate Leadership Review, 3(1)*, 16-26.

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire.* Minnesota, USA. Retrieved from (MSQ) Minnesota Satisfaction Questionnaire.