

Factors Influencing Job Satisfaction of Higher Education Teachers

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Abstract

The HEI community is an important link in ensuring the quality of the work of the whole organisation. In particular, the majority of its staff—the teaching staff—play a key role. It is therefore very important to find out whether lecturers are satisfied with their work and what important variables they prioritise. In order to clarify the factors influencing the job satisfaction of the teaching staff, this paper analyses the scientific literature of the last thirty years, which has contributed to the discovery and understanding of job satisfaction as a significant multidimensional construct that affects the well-being of each individual and the quality of the work of the whole organisation. The second part of the paper analyses the results of a survey of the attitudes towards job satisfaction among the lecturers of the Faculty of Arts and Creative Technologies of Vilniaus kolegija/Higher Education Institution. The analysis revealed the most important factors determining the satisfaction of the teaching staff as identified by the lecturers of the higher education institution: Relationships with students and colleagues, influence at work, smooth and timely communication, significance, meaningfulness and importance of work, clarity of roles, management of conflict situations, participation in joint events, support from faculty management and colleagues, recognition, respect and appreciation from students, opportunities for professional development, working conditions, recreational facilities, meaningfulness of the work, material base, financial rewards, workload and pace of work.

Keywords: lecturers, job satisfaction, factors affecting job satisfaction

1. Introduction

Job satisfaction is a complex and multifaceted concept that relates to motivation, physical and emotional working conditions, job success, employee attitudes and attitudes towards work, pay, control, promotion opportunities, social relationships, and other variables.

An analysis of the scientific literature and research on working conditions over the last thirty years (Jucevičienė, 1996; Spector, 1997; Lapė, Navikas, 2003; Kumara & Bhaskara, 2007; Ušeckienė, 2005; Robbins, 2003; Jovarauskaitė & Tolutienė, 2010; Juozaitė & Simonaitė, 2011; Yang & Hwang, 2014; Duan et al., 2018; Valiūnas & Drejeris, 2019; Sinniah et al., 2022; Marasi, et al., 2022; Kim et al., 2023, etc.) allows interpreting job satisfaction as a multifaceted construct, discovering various factors influencing employee job satisfaction, identifying measures that could be used to improve the working environment, employee communication and cooperation relationships, career, personal fulfilment and personal development opportunities and psychological environment, promoting the creation of a harmonious organisational community, ensuring gender equality of employees, revealing the relationship between lecturers' job satisfaction and students' satisfaction with studies, identifying the problems of the entire organisation, and cases of results of its successful performance. It can therefore be argued that employee job satisfaction is significant at both the individual and organisational level, as it affects not only the well-being of the individual but also the quality of work of the organisation as a whole.

A higher education institution is different from other organisations in the way it operates. It has a profound impact on the development of society, the economy, and culture. Modern research and education institutions are innovative and international, open and creative, motivating and inclusive, collaborative and responsive to the needs of the future society, sustainable and socially responsible higher education institutions that strive for national and international leadership in study and research. Every higher education institution is an ideal meeting place for lecturers who are able to impart their knowledge and have the right competences to develop it, and for students who have the right, the ability and the desire to assimilate that knowledge.

The 2011 Research and Higher Education Monitoring and Analysis Centre's insight into the future of science and studies in Lithuania identifies the most important future trends that will have the greatest impact on research and studies in Lithuania in the next two decades. The insight suggests that in terms of quality of studies, study methods and technologies, and student-lecturer ratios, Lithuanian higher education will meet the highest international standards in 2030. Research and teaching will become one of the most prestigious jobs in the country, and social and financial conditions for academic work will be internationally competitive. Researchers and lecturers will have every opportunity to develop at home and abroad, to move between the academic world, the public and the economic sectors, to protect their intellectual property and to commercialise the results of their research activities.

The importance of community members, their emotional and physical well-being, the cohesion and synergy of community members, the importance of a motivating and inclusive work environment, the fostering of organisational culture, and the promotion of tolerance and

community are highlighted in the strategies of many of Lithuania's research and study institutions. Thus, one of the objectives of the 2021-2025 Strategy of Vilnius University of Applied Sciences is to cultivate an organisational culture focused on community cohesion and socially responsible community spirit. To achieve this goal, it is envisaged to ensure the sustainability of the University's staff, to strengthen the effectiveness of the University's self-governance, to improve the competences of community members, to develop a multicultural environment, to create an environment conducive to personal fulfilment of community members, to improve the system of encouragement for the community members, and to strengthen internal and external communication. Fostering organisational culture and strengthening community cohesion is a strategic goal of the Faculty of Arts and Creative Technologies of Vilnius University of Applied Sciences.

Thus, the analysis of educational documents shows that the HEI community is an important link in ensuring the quality of the work of the whole organisation and, of course, the majority of its staff—the teaching staff—play an important role. It is therefore very important to find out whether lecturers are satisfied with their work and what important variables they prioritise.

Researchers identify a number of personality and environmental exposure variables that have a direct impact on job satisfaction. Therefore, research on lecturers' job satisfaction should become an increasingly important area of research, contributing to a deeper understanding of lecturers' well-being at work, professional attitudes, and work values, all of which contribute to improving the quality of studies and the effectiveness of the HEI. The topic of lecturers' job satisfaction has not been sufficiently studied in Lithuania, so this paper formulates a **scientific problem**: *factors that influence lecturers' job satisfaction at the Faculty of Arts and Creative Technologies of Vilniaus kolegija/Higher Education Institution.*

The subject matter of the study is factors influencing the job satisfaction of lecturers at the Faculty of Arts and Creative Technologies of Vilniaus kolegija/Higher Education Institution.

The aim of the study is to theoretically analyse and empirically justify the factors that influence job satisfaction of lecturers at the FACT of the HEI.

Objectives of the study:

1. To provide a theoretical basis for the factors influencing lecturers' job satisfaction.
2. To investigate the attitudes of lecturers at the Faculty of Arts and Creative Technologies of Vilniaus kolegija/Higher Education Institution towards factors affecting job satisfaction.

Research methods: scientific literature analysis, questionnaire survey, quantitative and qualitative analysis of questionnaire survey data, case study.

The authors of this paper are guided by the following **provisions**:

- Teachers' job satisfaction is a dynamic phenomenon directly related to the quality of the HEI's work, and it is therefore necessary to monitor continuously/perform changes in lecturers' job satisfaction and to act on them.

- Hygiene-related, social, personal and organisational factors have a major impact on lecturers' job satisfaction.

2. Theoretical justification of the factors influencing lecturers' job satisfaction

Job satisfaction or dissatisfaction is undoubtedly one of the more important aspects of organisational behaviour. However, an analysis of the scientific literature shows that it has received the greatest interest in the late 20th and early 21st centuries (more precisely, the period from 1990 to 2010). Thus, since the second half of the 20th century, researchers studying job satisfaction have identified the main and currently still relevant reasons (Bliese & Jex, 2002; Ušeckienė, 2005; Baranauskienė et al., 2010 etc.) why it is important to study job satisfaction continuously. To summarise their insights and research findings, it can be argued that ongoing job satisfaction surveys help to identify the organisational environment, employees' psychological (emotional) comfort, emotional stability, need for career advancement, employees' expectations and motivational mechanisms. The authors stress that job satisfaction is dynamic and that employers should continuously monitor changes in employee job satisfaction and take appropriate action. Therefore, organisational behaviour researchers have identified several decades ago the factors influencing individuals' job satisfaction (Jucevičienė, 1996; Robbins, 2003, etc.), which have subsequently been further elaborated and analysed in various aspects.

When analysing the factors affecting employee job satisfaction, it is worth mentioning Maslow's (2006) organisational, hygiene-related, social and personal factors affecting human job satisfaction. According to the author's approach, once biological and physiological needs have been met, safety, i.e., social needs, become paramount. Since the beginning of the 21st century, the importance of social needs has also been highlighted by other authors. Various studies (Ušeckienė, 2005; Dobranskienė, 2004, A; Dobrinskienė, 2007, B; Kavaliauskienė, 2001; Kontautienė, 2002, etc.) have shown that it is necessary to provide conditions for people to communicate in an organisation. This way, the monotony of work is diversified, personal contacts between employees are established, and better working and business relationships are built. All this leads to a better quality of work.

In order to find out what factors influence lecturers' job satisfaction, scientific literature has paid a lot of attention to vocation and discussions about what determines a person's path in life – innate qualities or acquired competences (Kavaliauskienė, 2001; Jovaiša, 2007, Jovarauskaitė & Tolutienė, 2010, etc.). The choice of a profession is one of the most important decisions a person has to make, determining their future life, career success, quality of life, self-image, self-esteem, leisure time, social relationships, place of residence, and living conditions. The authors therefore analyse and establish the relationship between vocation, choice of a profession, motivation, and job satisfaction, and identify a number of factors that influence lecturers' job satisfaction: working conditions, relations with colleagues and supervisors, relations with students, opportunities for self-expression, a sense of safety

and reassurance, the provision of feedback, positive evaluation, the pursuit of a career, and the presence of responsibility. Literature analysis shows (Jovarauskaitė & Tolutienė, 2010; Duan et al., 2018; Bahir, 2020) that lecturers' job satisfaction is not only determined by the ability to meet the needs of respect, achievement, recognition, development, career and personal fulfilment, but also by factors such as working conditions, remuneration, safety, psychological environment, communication, collaboration, feedback, and positive evaluation. To summarise, the authors emphasise the influence and importance of hygiene-related (working conditions), social (communication and cooperation with others, remuneration, recognition), personal (opportunity for development and personal fulfilment) and organisational (participation in the organisation, psychological environment) factors on lecturers' job satisfaction.

According to researchers (Dobranskienė, 2004, A; Dobranskienė, 2007, B; Juozaitė & Simonaitė, 2011; Valiūnas & Drejeris, 2019), higher education teachers value their growth opportunities, their mental health, their interpersonal relationships with students and colleagues, the possibility of autonomy and independence, the efficiency and quality of administration, emotional commitment to the organisation, and satisfaction with other areas of life. Authors (Yang & Hwang, 2014; Azumah et al., 2017) point out that job satisfaction of employees working in educational institutions is related to dominant personal, internal factors such as high-quality performance, commitment, and motivation to work. Research on those working in higher education shows that chronic job stress, job insecurity, loss of work-life balance, high workload, poor management, and lack of recognition contribute to job dissatisfaction and psychological discomfort.

Job satisfaction of higher education teachers and the factors that have the greatest impact on lecturers' job satisfaction have been actively analysed by foreign researchers in recent years. Research carried out in various countries reveals a variety of factors affecting lecturers' job satisfaction.

Researchers (Chonody et al., 2022; Kim et al., 2023; Sinniah et al., 2022) point out that competition in higher education has increased, and that lecturers have a multitude of tasks to perform, including teaching, research and publishing, consultancy, and services to the public. The demanding nature of academic work puts higher education teachers under considerable workload and stress. It is therefore essential to create the best possible working conditions for lecturers. Employee job satisfaction can help organisations to retain staff and save on recruitment costs. Research by US researchers Chonody, Kondrat, Godinez, and Kotzian (2022) has shown that higher job satisfaction is most strongly associated with satisfaction with colleagues and management, and with salary satisfaction (not salary). According to the researchers, the number of years of academic work has the greatest impact on this. Dissatisfaction with administration and management was the most common reason why teachers wanted to leave their posts. Analysis of the results showed that job satisfaction is driven by building relationships and that investing in environment can help retain staff. The authors of this study have provided interesting insights into how lecturers perceive their academic roles and what factors determine their job satisfaction. Surprisingly, remuneration did not affect job satisfaction, but rather job satisfaction is influenced by salary satisfaction.

And this shows that feeling well paid is more important than how much is actually paid. The administration needs to assess how much lecturers are being paid fairly and how much this reflects the appreciation of their work. In addition, the study by Chonody, Kondrat, Godinez, and Kotzian (2022) showed that it is important to create an environment in which lecturers have good working relationships with co-workers and administration. This is logical given the huge amount of time spent at work, but it also suggests that conflictual relationships at work have a strong and negative impact on overall job satisfaction. Creating harmony in communities can be one way to ensure that lecturers feel good and stay in their jobs. Furthermore, Chonody, Kondrat, Godinez, and Kotzian (2022) believe that structural failures in an organisation lead to individual problems. However, job-related dissatisfaction is often seen as a personal problem rather than a reflection of institutional performance.

Scruton, Gross, and John (2013) analysed the job satisfaction of lecturers from a gender perspective and found that female lecturers in US universities had lower job satisfaction and that tenure had an impact on overall job satisfaction. Female lecturers in assistant professorships, compared to those in more senior academic positions, experience a lack of security and loss of motivation over time. Tenure and lack of security have a significant impact on job satisfaction. This study has shown that women in US higher education are certified less frequently and more slowly than their male counterparts, and the researchers suggest that more attention should be paid to these issues in order to not only increase job satisfaction among faculty members but also to improve the job satisfaction of faculty members. Scruton, Gross, and John (2013) found that the expectations of older generations of higher education teachers are met better and they have higher levels of job satisfaction than their younger counterparts. It was also revealed that the institution itself plays a key role in creating an environment that is conducive to the success of lecturers, including fostering positive peer relationships and a supportive working environment. The type and control of the institution has a significant impact on job satisfaction. Researchers suggest that efforts to reduce pressure on lecturers may increase levels of job satisfaction.

French researchers Nassar, Heinze, Jasimuddin, and Procter (2022) examined the relationship between student and lecturer satisfaction in higher education and found that student satisfaction influences lecturer job satisfaction. Investigating the relationship between student and lecturer satisfaction using equilibrium theory and Herzberg's theory of motivation, it was concluded that lecturers' job satisfaction increases when lecturers are given explicit holistic feedback from students. Hence, investment in student satisfaction communication increases lecturers' job satisfaction. Researchers (Nassar et al., 2022) emphasise the reverse of the accepted logic of relationship marketing, arguing that student satisfaction influences lecturers' satisfaction.

Heinla and Kuurme (2022) argue that the Estonian education system aims to make all educational institutions in the country oases where both students and teachers feel satisfied. Educators work in a tense environment of conflicting expectations, with a neoliberal approach to standards on the one hand, and humanistic values of education and student well-being on the other. Researchers have identified school climate factors that ensure both teacher job satisfaction and student satisfaction. Teachers and students who are satisfied with school

and work perceived the teacher-student relationship through the following dimensions: students' potential, openness to knowledge, recognition of personal qualities, and equal treatment and consideration for students.

Kim, Pongsakornrunsilp, Horam, and Kumar (2023) analysed the impact of work-family conflict, workload and job stress on the job satisfaction of university lecturers, and found that increasing work-family conflict and workload lead to more job stress for lecturers. In addition, lecturers felt happy when some degree of stress and work-family conflict, except workload, decreased. Meanwhile, university lecturers' stress had a significant impact on their workload and job satisfaction. This result highlights the spillover effect of certain workload on lecturers' stress levels, which in turn increased the significant role of job stress in further influencing lecturers' job satisfaction.

Sinniah, Al Mamun, Md Salleh, Makhbul, and Hayat (2022) in their research analyses highlight the impact of extrinsic and intrinsic motivational factors on the job satisfaction and job performance of academics working in private higher education institutions. The results of a study by Malaysian researchers showed that financial rewards, promotion, performance appraisal, classroom environment, and code of conduct have a significant impact on job satisfaction. Code of conduct, autonomy and academic self-efficacy have a strong impact on lecturers' performance. Job satisfaction and performance are strongly influenced by academic self-efficacy. The authors (Sinniah et al., 2022) identify three key determinants of job satisfaction: financial rewards, performance appraisal, and code of conduct.

To summarise the analysis of the last thirty years of scientific literature, researchers have identified a number of personality and environmental variables that have a direct impact on job satisfaction. The most common factors are the organisational environment, employees' psychological (emotional) comfort and emotional stability, the need for career advancement, financial rewards, interpersonal relationships with students and colleagues, the possibility of autonomy, gender equality and independence, the efficiency and quality of management, and employees' expectations and motivational mechanisms. In other words, the scientific literature summarises and identifies the social, personal, hygiene-related and organisational factors affecting lecturers' job satisfaction.

3. Survey results and interpretation

In April-May 2023, a survey on the job satisfaction of lecturers of the study programmes of Fashion Design, Image Design, Fashion Technology and Business, Popular Music, Musical Theatre, Management of Cultural Activities, and Dance Pedagogy at the Faculty of Arts and Creative Technologies of Vilnius University of Applied Sciences (FACT of VIKO) was conducted. Using questionnaire survey and case study methods, 40 out of 85 lecturers working at the faculty were interviewed (which is about 47% of all lecturers working at the faculty). Twenty-six respondents were in the 45-64 age group and the remaining 14 were in the 25-45 age group. 26 respondents reported Vilniaus kolegija/ Higher Education Institution their main workplace, while 14 respondents were employed in non-main positions. The respondents were lecturers who have been working in this institution for between 5 and 30

years: 8 lecturers for less than 5 years, 10 for 15 years, 12 for 20 years and 10 for around 30 years.

Respondents were asked to give their views on the job satisfaction factors related to recognition, social networking, personal development, working conditions and work organisation at the faculty. Lecturers were also asked to rate their overall job satisfaction, students' motivation and their preparation for their studies.

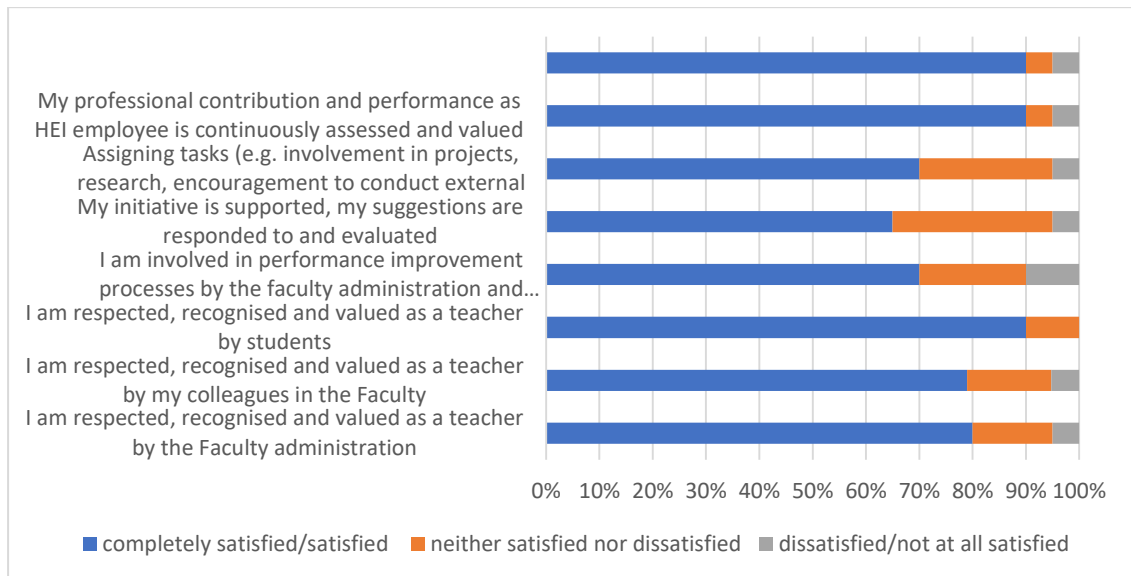
The Psychosocial Risk Factor Survey conducted in April-May 2023 was also used to analyse the job satisfaction of faculty members. Using the Copenhagen questionnaire on psychosocial factors in the workplace (COPSOQ II, 2007), the survey was carried out throughout the institution, including the Faculty of Arts and Creative Technologies. The psychosocial occupational risk factors investigated and assessed were related to job demands (quantitative demands, work pace, emotional demands), work organisation (awareness, role clarity, work-family conflict, exhaustion, stress), job content (having influence at work, opportunities for development/improvement, meaningfulness of work, commitment to the workplace, job satisfaction), relationships between employees and/or with the employer (recognition, quality of leadership, social support from supervisors, trust in management/"horizontal trust", fairness and respect, sexual harassment, physical violence, psychological violence). The following scoring norms have been adopted: 1.00-3.00 for acceptable risk; 3.01-4.00 for tolerable risk; 4.01-5.00 for unacceptable risk. The higher the score, the greater the risk and the worse the work situation.

To the question "How satisfied or dissatisfied are you overall with your work at the faculty?" 36 responded that they were completely satisfied and only 4 responded that they were neither satisfied nor dissatisfied. In terms of seniority, it was found that those who were dissatisfied with their work were those who had been working at HEI for less than 5 years. This only confirms the claims made in the research literature (Scruton et al., 2013) that the seniority of a lecturer is associated with increasing job satisfaction. This could be justified by the fact that lecturers who have recently started working are less psychologically embedded in the community, and they might not associate their future with the future of the HEI where they work. Lecturers who have been working for many years feel part of it, are safe, valued and respected, have a more senior position, and know the other staff members.

A survey of the respondents' well-being (personal recognition) showed that all 32 (80%) respondents were fully satisfied with their work as lecturers, attributing this to such very important job satisfaction factors as recognition and respect from students, and the appreciation by the administration of the HEI and the faculty of each lecturer's professional contribution and work performance (Figure 1). 32 (80%) who are fully satisfied with their job reported the following factors as important for well-being at work: I am respected, recognised and valued as a lecturer by my colleagues in the faculty, the administration involves me in the processes of improving the performance of the HEI and the faculty, and encourages me to express my opinion, listens to it and supports it. 28 (70%) lecturers indicated that they are very satisfied with the constant initiative and responsiveness of the administration and other colleagues to various suggestions. The importance of such responses from lecturers is supported by research carried out in 2022 by US researchers Chonody, Kondrat, Godinez,

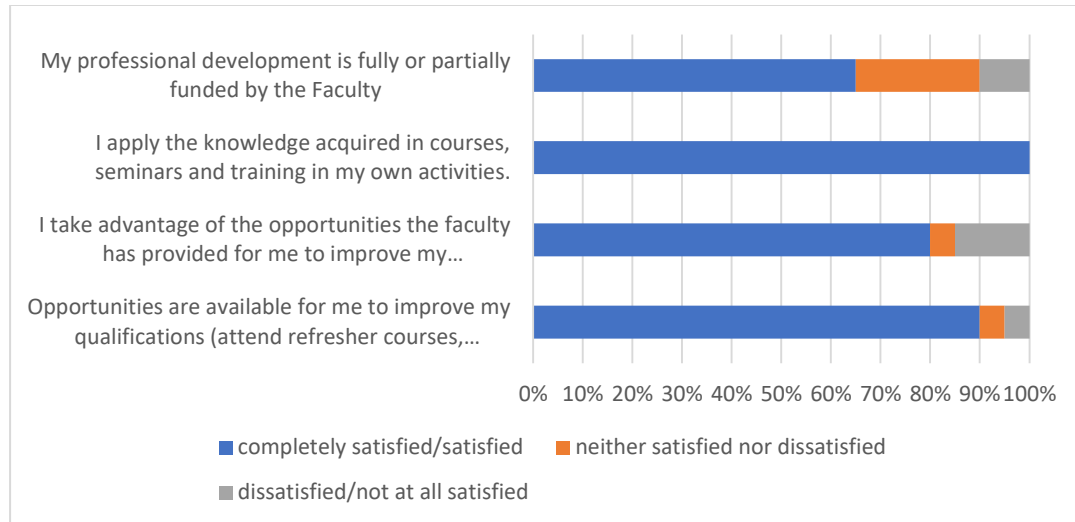
and Kotzian, whose results show that dissatisfaction with administration and management is the most common reason for teachers to leave their jobs. In addition, most FACT lecturers surveyed are very satisfied with the comprehensive support and appreciation of their colleagues, which, according to the US researchers' research, increases not only job satisfaction but also psychological discomfort.

Figure 1: FACT teachers' satisfaction of well-being (personal recognition)



The study aimed to find out whether lecturers relate their job satisfaction to personal development in the workplace. According to the analysis of scientific literature (Yang & Hwang, 2014; Sinniah et al., 2022), if the workplace provides conditions that ensure the opportunities for career advancement, self-development, and self-fulfilment, it increases the motivation of the lecturer and thus increases job satisfaction. Summarising the results, it was found that all 40 (100%) respondents are fully satisfied with the opportunities and financial conditions at the HEI and the faculty to improve their competences and all respondents take advantage of such opportunities as they take part in various courses, seminars, conferences, trainings, and internships abroad for the development of competences, and successfully apply the acquired knowledge not only in their teaching, but also in their project work, scientific, expert and other work-related activities (Figure 2). About half of the lecturers surveyed were dissatisfied with the fact that some competency development events are financed by the faculty only partially or not at all.

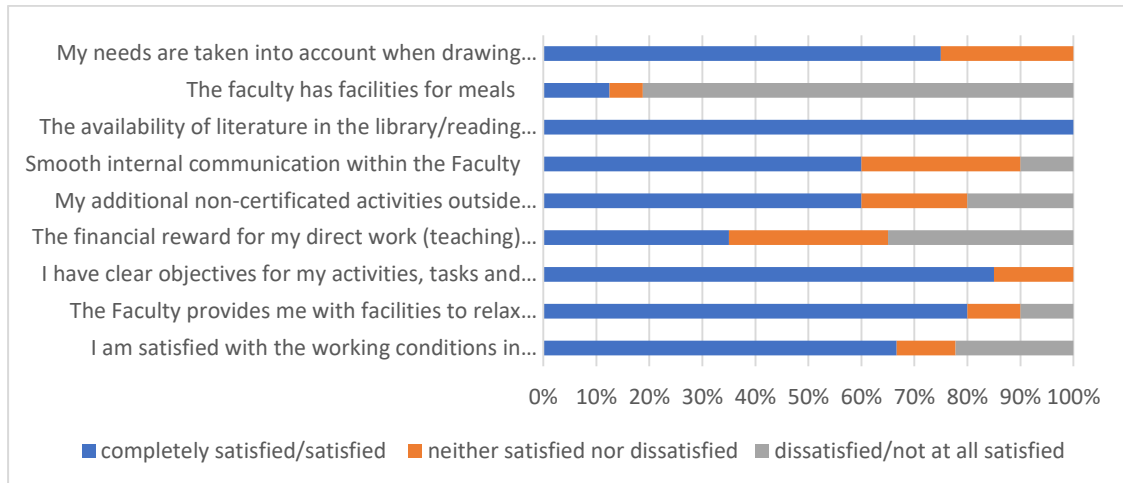
Figure 2: FACT teachers' job satisfaction of personal development in the workplace.



The importance of the above factors affecting job satisfaction is confirmed by the results of the psychosocial risk assessment survey. It showed that the faculty members rated the factors of development and improvement opportunities (2.21), job meaningfulness (2.05) and role clarity (1.89) highly. It is very important that as many as 81% of the respondents indicate that their work is significant, meaningful and important to them; 84% state that their work has clearly stated objectives, i.e., they know what their responsibilities are exactly; and 77% state that they know exactly what is expected of them.

Scientific literature (Chonody et al., 2022; Kim et al., 2023; Sinniah et al., 2022) highlights that the demanding nature of academic work places a high workload and stress on higher education teachers. It is therefore essential to create the best possible working conditions for lecturers. When asked about the organisation of working conditions at the faculty, all 40 (100%) respondents were satisfied with the availability of literature in the library and reading room, including access to a wide range of electronic sources (Figure 3). 34 (85%) lecturers are clear about their work objectives and the appropriate formulation of tasks or instructions, with clear and reasonable deadlines for the various work activities and tasks. The 34 (85%) lecturers are also fully satisfied with the conditions under which they can relax at the faculty. 30 (75%) respondents highlighted the smooth and timely communication within the faculty and the fact that the administration takes individual needs into account when scheduling. 24 (60%) lecturers mentioned good working conditions in lecture rooms, laboratories, and other faculty premises as factors they were very satisfied with in the organisation of their work at the faculty, and they were very satisfied with the faculty administration's appreciation of extra activities not related to direct remuneration. As criteria for such appreciation, respondents mentioned one-off bonuses, various gifts with the HEI's logos (backpacks, flasks, notebooks, etc.), public appreciation of activities at faculty meetings or community meetings or on the HEI's and the faculty's websites.

Figure 3: Teachers' satisfaction of working conditions at FACT

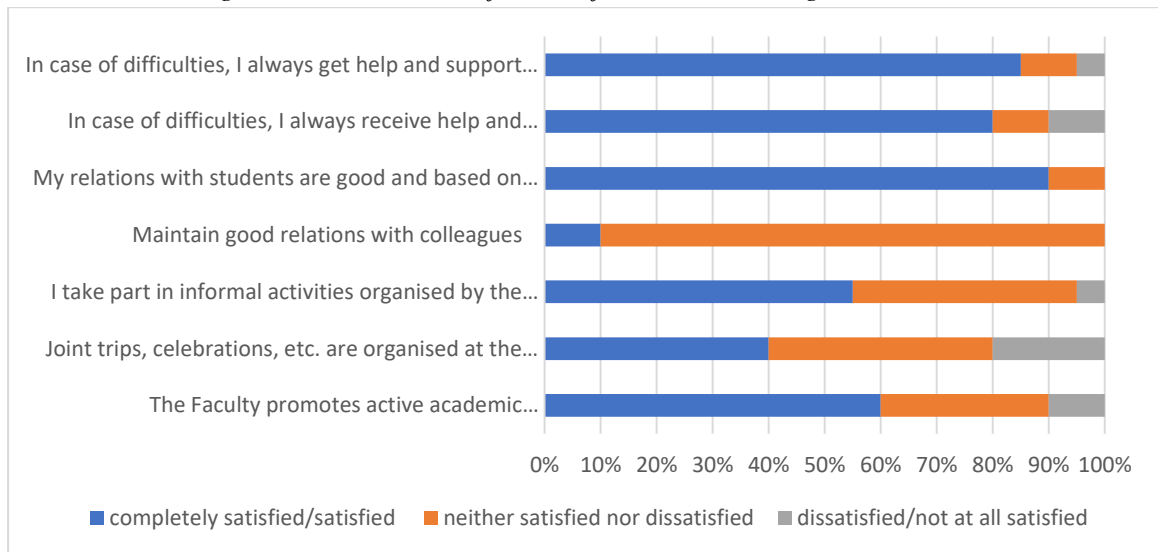


The demanding nature of academic work puts higher education teachers under considerable workload and stress. It is therefore essential to create the best possible working conditions for lecturers. Lecturers surveyed are least satisfied with the financial rewards for direct work (teaching), the importance of which for job satisfaction is amply demonstrated in the second part of this paper. 26 (65%) lecturers expressed the opinion that the effort they put in is not matched by the financial value and expressed dissatisfaction with the opportunity to have lunch at the faculty.

The results of the psychosocial risk assessment survey on work stress and workload show that the groups of factors that require the most attention are work pace (3.63) and having influence at work (3.32). At the faculty, the scores of these factors exceeded 3, which is above the acceptable risk threshold. The numerical expression is confirmed by the answers of the employees participating in the study to a free-form question on working conditions. Respondents indicated that they sometimes experienced exhaustion and stress at work.

When analysing whether lecturers are satisfied with social networking, the results show that 36 (90%) respondents are fully satisfied with their supportive and helpful relationships with the faculty administration and other colleagues (Figure 4). Respondents also emphasise very good relations with students, based on understanding and mutual cooperation. 24 (60%) lecturers highlighted the importance of engaging in informal activities organised by the faculty (joint trips, celebrations, round tables, etc.) and of promoting academic communication and cooperation between colleagues for social networking.

Figure 4: Teachers' satisfaction of social networking at FACT



This confirms the ideas expressed in the scientific literature (Juozaitė & Simonaitė, 2011; Azumah et al., 2017; Chonody et al. 2022, etc.) that for a lecturer (as for any employee), relationships with colleagues and supervisors are of paramount importance. Through communication, one gets to know the other person, interacts, communicates information and satisfies one's needs for safety, self-expression and dominance, shares one's experiences, and improves one's personality. Researchers stress that creating cohesiveness and a supportive environment in communities can be one way to ensure that lecturers feel good and stay in HE. At the same time, however, the survey results showed that maintaining good relations with colleagues is a rather complex process, requiring not only mutual effort (including from the administration) but also time. As many as 36 respondents thought so.

Another important aspect highlighted by the authors is communication with students. If there is mutual understanding and respect in the communication with students, then the lecturer feels safe and needed, which increases their motivation to work to a high standard of quality and this is an important factor influencing the lecturer's job satisfaction. The survey data showed that 18 (45%) respondents were completely satisfied with their relationship with students. Students respect, recognise and value them as lecturers. However, 30 (75%) respondents mentioned that they are not fully satisfied with the motivation of students. 28 (70%) lecturers stated that they were not fully satisfied with the students' preparation for their studies.

Some lecturers also highlighted the work-family conflict factor, arguing that work is energy-consuming and sometimes has a negative impact on personal life.

In addition, the lecturers made the following comments on working conditions, work organisation and improvement of relations between staff (unedited): The HEI is becoming more and more employee-oriented: in terms of working conditions, however, there is always room for improvement, same as everywhere. I would suggest raising salaries, strengthening community spirit, trusting, nurturing and respecting employees, introducing a health

insurance service for employees, not confusing working time with free time (calls after work, emails after work and on weekends). Organising more seminars on conflict management cases. Providing psychological support for staff. Cold rooms make working conditions worse. Very cold. Encourage more inter-faculty cooperation, so that staff get to know each other better and get along, try to involve more younger staff, organise faculty teambuilding activities in other countries, trips to strengthen collegiality, cooperation, and mutual understanding. Mutual relations can always be improved. Goodwill towards one another and more positivity. Insulate the building.

Summarising the results of the study, it can be stated that the following factors influence the job satisfaction of faculty lecturers: relationships with students and colleagues, academic communication and cooperation, participation in joint faculty trips and festivals, support, recognition and appreciation by the faculty management and colleagues, respect and appreciation of students, access to and availability of training, courses, internships, seminars, working conditions in classrooms, laboratories, libraries, recreational facilities, meaningfulness of work, provision of reading materials and other material resources, financial rewards, exhaustion, stress and work pace.

4. Conclusions

1. Increased competition in higher education puts a multitude of tasks on lecturers, including teaching, research and publishing, consultancy and services to the public, resulting in high workloads and stress. Therefore, it is essential to create the best possible working conditions for lecturers and to ensure a high level of job satisfaction, which has an impact on the well-being of each individual and on the quality of the organisation as a whole. An analysis of scientific literature has shown that the job satisfaction of higher education teachers is determined by their relationships with colleagues and managers, their relationships with students, the opportunities to meet their needs for respect, recognition, development, career and personal fulfilment, the opportunities for self-expression, communication, cooperation, the conditions of work, remuneration, the psychological environment, the feeling of safety and reassurance, career progression, the presence of responsibility, the factors of feedback and positive evaluation. The researchers highlight the influence and importance of hygiene-related, social, personal and organisational factors on lecturers' job satisfaction.
2. An analysis of the attitude of the lecturers of the FACT of VIKO towards factors affecting job satisfaction, such as recognition, social networking, personal development, working conditions and organisation of work in the faculty, overall job satisfaction, students' motivation and their preparation for studies, showed that the following factors are identified by the lecturers of the higher education institution as influencing job satisfaction: relationships with students and colleagues based on respect, trust, academic communication and collaboration, smooth and timely communication, influence at work, meaningfulness,

significance and importance of the work, clarity of roles, management of conflict situations, participation in joint faculty trips and celebrations, support, recognition and appreciation from the faculty management and colleagues, respect and appreciation from students, opportunities for professional development, working conditions in classrooms, laboratories, libraries, recreational facilities, provision of reading materials and other material resources, financial rewards, workload and work pace.

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