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MASTER'S DISSERTATION

«Exploration of issues of organizational culture and work-life balance»

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Introduction

In modern society, the image of a successful person is characterized by the presence of a prestigious job. Which contributes to the monetary income and professional development of a happy family that demonstrates stability and reliability. It is also an opportunity to lead a healthy lifestyle and engage in hobbies in your free time. The development of modern information technologies has led to an acceleration of the pace of life.

Currently, people need to have time to intelligently combine work and personal life in conditions of limited time. A stressful state accompanies a modern person constantly, so the problem of maintaining and maintaining a balance between work and personal life is currently very relevant.

The problem of maintaining and maintaining a balance between work and personal life has been studied since the late 1970s, when the concept of "Work-life balance" was first used in an article by British authors, which considered the problem of a woman combining several roles in work, motherhood and marriage. Currently, this problem remains relevant, but research is aimed at representatives of both sexes. Various aspects of work-life balance are studied, and interesting theories and concepts are put forward.

In the 70s and 80s of the last century, the vast majority of managers of different companies considered the work and personal life of their employees as mutually exclusive and competitive components, where focusing on one meant losing in the other. Now the situation is gradually changing towards the orientation of companies to the principle of caring for their employees.

Currently, the heads of organizations realize that it is thanks to the people working in the company that you can achieve your goals, and attach special importance to determining the motives of employees in the professional sphere and their implementation, the formation and development of a competent and comfortable organizational culture, assessing the loyalty of employees to the organization, as well as taking into account the importance of their

personal time and interests. Employers have increasingly begun to pay attention to a variety of intangible bonuses, which include, among other things, the possibility of a reduced working day, an individual schedule, and work from home.

The relevance of the topic of the master's thesis lies in the desire of both employers and employees to optimize their work activities, while paying sufficient attention to their personal lives. The ability to rationally separate work and personal life will have a positive impact on the overall state of the individual. Research on various aspects of this field and the application of the results obtained to solve practical problems will help to increase the efficiency of employees and reduce staff turnover.

Definition. Work-life balance means performing multiple roles while maintaining a positive quality of life. (Blyton et al., 2006)

The research question is how to ensure work-life balance for people who are sustainably successful in their business or working in a prestigious job?

The object of research of the dissertation work is the employees of the administrative and managerial personnel of the middle level of the airline.

The subject of the study of the dissertation work is the exploration of issues organizational culture and work-life balance.

The purpose of the study is to identify certain motivational resources that provide a balance of work and personal life.

The problem of work-life balance is relevant for contemporary people who successfully work in companies.

I. Theoretical and methodological foundations of studying the issue of work-life balance

A. Work-life balance concept

Various authors have offered their own definition of work-life balance throughout the study of the concept of work-life balance.

According to Grady and McCarthy (2008), combining or balancing work and personal life is defined as the process of interacting work, family, and personal needs and time.

A perceptual phenomenon characterized by a sense of acquiring sufficient solutions to multiple needs at work and in family life. (Higgins, Duxbury, and Johnson, 2000)

According to Susan M. Heathfield (2016), work - life balance is a daily activity aimed at devoting your personal time to family, friends, team participation, spirituality, personal growth, self-care, and other personal pursuits in addition to the commitment to work assignments.

These definitions have only one meaning: the concept of "work-life balance" characterizes the work-life balance.

The very meaning of "equilibrium" has many different definitions. In various dictionaries, you can find the following definitions of this concept:

- 1) balance;
- 2) correlation of interrelated indicators of an activity or process;
- 3) the correct, necessary relationship between different shares, components, collectives of people, etc., which have the same value.

Currently, there are several theories that explain the existing problem of work-life balance. These include: boundary theory, segmentation, role theory, compensation, and side-effect theory (Akinyele S., 2016).

According to the segmentation theory, it means that work and personal life are different spheres, self-regulating and autonomous from each other. Blood and Wolfe (1960) investigated this theory, as a result of which they established the relationship between

industrial workers and manual labor. They came to the conclusion that some employees who are not happy with their work and do not feel happy when they perform it, the separation of work and personal life is a classic case.

According to Clark (2000), the theory of boundaries is based on the statement that work and personal life have a conditioned framework. Each of the areas of human life has its own framework, which can intersect. According to this theory, the maneuverability and transparency of the work-life framework has an impact on the level of fusion, ease of interaction, and degree of competition on the work-life balance. Thus, more maneuverable and transparent borders contribute to a more prosperous combination of work and personal life.

The theory of compensation provides that if a person has problems in one of the areas, whether it is work or personal life, then the person tries to compensate for these problems by switching to another area to best meet their needs. (Lambert, 1990). The proponent of this theory, Petrkovsky (1979), suggested that a person looks at his home as a kind of "shelter", and at his family as a resource for completing the torment. Edwards and Rothbard (2000) concluded that there are two types of compensation. The first means that a person can reduce their exposure to the area that does not bring satisfaction, and become more involved in the area that brings the most pleasure (Lambert, 1990). The second type assumes that a person responds to despondency in one area, thereby a person seeks satisfaction in another area Champoux (1978).

The combination of role commitments in the area of workflow execution and personal life is called role theory. Many studies of work-life balance have been based on the theory of role conflict. A fundamental emphasis was placed on the study of the negative aspects of the interaction of work-life balance. Currently, research has focused on the positive combination between work and personal life, as well as on the problem of equating the importance of these areas (Jones et al., 2006). A number of studies have shown that work-life balance is important for moral and mental well-being, and high self-esteem, cheerfulness, and openness can be

considered indicators of harmony between these areas (Clark, 2004). Although there is no universally accepted solution to how to measure and study work-life balance. Thus, current research focuses on organizational culture and its impact on work-life balance, how it improves, and which elements contribute to it and which, on the contrary, hinder it (Carlson, 2007).

Role theory is vividly demonstrated in a study by Barnett and Baruch (1985), in which they examined the relationship between mental health and successful work-life balance based on women's combination of three key roles: employee, wife, and mother.

The most common method for studying work-life balance is the theory of side effects. This theory is based on the fact that these two areas of human life affect each other, both positively and negatively. Experts recommended that employees share their emotions, abilities, and experiences gained at work with their families and vice versa (Belsky et al., 1985). The side effect (overflow) can be either positive or negative. Research by Xu (2009) has shown that positive overflow leads to satisfaction and achievement in one area, while contributing to achievement in another. Similarly, negative overflow leads to despair and problems in one area, which leads to the same situation in another.

Mospan, Osin et al. (2016) in their study rely on the research of Zedek and Mosier (1990) and O'Driscoll (1996), who identified the following models of work-life relationships: segmentation, side-effect model, compensatory, instrumental, and conflict. The first three models are similar to the previously described theories. The essence of the instrumental model is that one area (work or personal life) promotes success in another area. The conflict model describes the inevitability of conflicts if excessive requests are made in each of the areas.

All five models are descriptive in nature, and there is no unified theory, which leads to certain difficulties in studying this problem. Thus, the initial designation of the work-life balance phenomenon is crucial when choosing a specific approach. Many approaches are aimed

precisely at studying the imbalance between these two areas, that is, at existing conflicts or any negative aspects. The study of balance is a promising and potential direction (Guest, 2002).

The very concept of "work-life balance" can be viewed from the subjective side (Guest, 2002) and thus study subjective aspects, and can also include objective indicators, such as "good functioning at work and at home with minimal role conflict", "satisfaction", "psychological well-being" (Clark, 2000). In other words, you can approach the issue of work-life balance from an objective and subjective perspective.

Objectively, the balance can be determined by calculating the time allocated separately for recreation, hobbies and household chores and separately for work duties and tasks. Subjective balance is a personal, individual perception of the balance between work and the rest of life. Drawing from these definitions, the subjective balance may be different for each individual. For example, a person who is happy to do their job spends much more time on completing work tasks and at the same time does not experience an imbalance between work and personal life, since work brings no less satisfaction than personal life.

Greenhouse et al. (2003) developed a three-component theory of balance, which consists of the following components: the balance of time spent on performing work functions and personal life, the balance of psychological involvement in each of the areas, and the balance of satisfaction with work and personal life.

B. Foreign experience of studying work-life balance

The concept of "Work-life balance" was first used in the article "New Ways to Work and the Working Mothers' Association in the United Kingdom " in the late 1970s, which addressed the problem of women combining multiple roles in work, motherhood, and marriage.

Currently, the definition of "Work-life balance" is more studied in the field of human resource management. Employees at work are subject to certain requirements associated with

huge emotional and physical costs, which are associated with the development of information technology and a significant acceleration of the pace of life. In contrast to forecasts that improvements in technology will lead to a reduction in working hours and the ability to allocate more time to rest, working hours on the contrary have increased. Madeleine Bunting's (2004) research on the world of work and the causes of work-centricity has shown that work makes a huge difference in people's lives in modern life. At the same time, a change in the nature of the work itself, an increase in the effort to perform it, and an increase in time costs lead to the fact that a person spends a significant part of his life in the workplace.

Many studies have been conducted on burnout, increased stress, chronic fatigue syndrome, and various mental disorders resulting from work-life imbalances. (Bunting, 2004). A lack of work-life balance can lead to serious health and psychological well-being problems (Frone, Russell, and Cooper, 1997), as well as problems with personal performance. (Kossek and Ozeki, 1998).

The Kenexa Research Institute conducted a survey in 2007 that found that company employees are less likely to leave organizations if they want to maintain a work-life balance. They were also proud of their company, had high job satisfaction, and were willing to recommend the company as a place to work.

In a number of studies, the main focus is on the time limits allocated for the performance of work. According to Sparks et al. (1997) and Spurgeon (2003), the most favorable number of hours per week is. Exceeding this maximum will lead to an imbalance between work and personal life and emotional burnout of employees at work.

According to the survey data, the optimal number of working hours per week should be 35-40 hours (Boniwell, Osin, 2015) Interesting results were obtained in Yakhoda's research (1982), which showed that on the contrary, excessive amount of free time, lack of work also cause feelings of dissatisfaction and an imbalance in the areas of work and personal life. The

main reasons are the need to maintain social status and a certain level of income, as well as a balance of working and personal time (Bond and Feather, 1988).

Recently, due to the quarantine in many countries, free schedules and remote jobs at home have become widespread. Freelancing, remote work at home, flexible working hours-people can choose the most desirable working hours and working hours. This opportunity, for the most part, contributes to a higher level of well-being and a sense of work-life balance (Fenwick, 2001). However, it has its downside. Employees who are prone to workaholism, with such a schedule, can completely immerse themselves in work and forget about spending free time on rest. Guest (2002) suggests that workaholics are people who work longer than is necessary and even when it is not required by work. At the same time, other areas of life remain ignored and unrealized, as a result, some difficulties arise in them.

There are clear distinctions between workaholics and people who are overloaded with work responsibilities. These distinctions were investigated by Peiperl and Jones (2000) and demonstrated that workaholics consciously choose to work and find satisfaction in a huge amount of work. While other employees are forced to work overtime, regardless of their wishes and can not change the situation.

The psychological aspects of work-life balance are widely studied. A number of studies have shown that the imbalance between work and personal life has negative consequences for the moral and psychological satisfaction of a person as a whole, and also affects each of the areas in a certain way. The results of studies (Mauno and Kinnunen, 1999) demonstrated that the conflict between work and personal life in one of the married spouses leads to dissatisfaction with family life in both spouses. The negative impact of work on personal life is the excess of the permissible number of working hours, and the imbalance increases if there are children in the family (White et al., 2003).

Lewis et al. (2007) conducted a huge study on the issue of work-life balance. The study involved 7 countries: the United States, Norway, Japan, India, the Netherlands, the United

Kingdom, and South Africa. The aim of the study was to examine qualitative differences in the understanding of work-life balance in the context of work and family, as well as culture. At the end of the study, the results showed that the topic of work-life balance is gender-dependent. Most of the interviewees associated this topic with women. Women do not spend enough time resting after work. Since they are forced to do household chores, such as cleaning the house, cooking and looking after the children. Although women are just as successful in their work as men (Smithson, 2005).

C. Features of professional activity of aviation workers

Activity in civil aviation in modern society is a complex activity that has a certain structure, psychological content, patterns, goals and objectives.

The civil aviation industry is an integral part of the country's transport and communication complex.

Over the past few years, the dynamics of the main indicators of the industry has demonstrated stable growth. By the end of 2019, more than 8.6 million passengers were transported, an increase of 9%. The number of passengers served at the airports of the Republic of Kazakhstan amounted to 17.7 million people, an increase of 12%. Transit passenger traffic and the number of transit flights through our country increased annually.

Unfortunately, the civil aviation industry has been one of the most affected due to the spread of the pandemic. In 2020, there was a decline in the main indicators of 35%-40%.

Since the beginning of 2021, after the gradual restoration of flights, there has been an increase in the main indicators again, both in comparison with the pandemic 2020 and 2019.

As of today, domestic flights have been fully restored and international flights are being gradually resumed, taking into account the epidemiological situation in the country and the world.

Modernization of the air transport infrastructure continues. In 2020, the newest airport of Turkestan, the spiritual center of the Turkic world, was launched. The construction of a new Shymkent Airport terminal, the reconstruction of the Uralsk Airport terminal, the Ust-Kamenogorsk Airport runway and the modernization of Urjar and Usharal airports are continuing.

There are 55 airlines operating in the country, of which 7 airlines carry out regular air transportation (Air Astana, Fly Arystan, SCAT, Qazaq Air, Zhezkazgan Air, Zhetysu, Southern Sky).

Today, according to the standards of the International Civil Aviation Organization (ICAO), Kazakhstan ranks second among the CIS countries in terms of flight safety with an indicator of 74%, and the level of airport security is 83%. These indicators are higher than the global average and are commensurate with the level of European countries.

As part of the 68th Step of the National Plan "100 Concrete Steps", civil aviation regulatory approaches were reformed based on the European model. Amendments were made to the legislation and JSC "Aviation Administration of Kazakhstan" (AAC) was created. The new approach fully complies with the standards and recommended practices of ICAO, the British Civil Aviation Agency (UKCAA) and the European Aviation Safety Agency (EASA).

Kazakhstan's achievements in improving the efficiency of flight safety control and supervision are highly appreciated by the world aviation community.

D. Theoretical foundations of the study of resources

The concept of "resources" has been used for more than twenty years in organizational psychology, in modern economics, as well as in many other fields. In labor psychology, it is believed that the use of internal resources available to a person, especially in unfavorable conditions, will contribute to the successful performance of professional activities.

The following definitions of the concept of resources are given in explanatory dictionaries:

- 1) stocks or sources of funds;
- 2) an opportunity that can be resorted to if necessary (Efremova, 2000);
- 3) the means used at the right time or in the necessary.

The concept of "resource" is used in various studies related to the study of psychic reality. In recent years, the resource approach, which originated in humanistic psychology, has become widespread in psychology, within the framework of which an important place has been taken by the study of the constructive principle of personality, which allows overcoming difficult life situations (Ivanitsky).

In psychology, the concept of "resources" is close to the concept of "potential". The problem of personal potential was considered by such authors as K. Jung, S. L. Rubinstein, A. Adler, E. Fromm, etc. Research on the problem of resources is reduced to the assumption that there is a certain set of human properties acting as an internal resource – potential that ensures the successful development of a profession, professional development of a person and effective professional activity.

A set of such properties Druzhilov in his works designated as an individual resource of professional development (IRP). In the future, the author developed this concept, and studied the implementation of IRP as the basis for the formation of human professionalism (2002).

Muzdybaev argues that psychological resources should be defined as means of livelihood, opportunities of people and society; as everything that a person uses to meet the requirements of the environment; as life values that form a real potential for coping with adverse life events.

Bodrov considers the resource within the framework of the development of the theory of psychological stress. At the same time, the researcher defines resources as follows: "they are those physical and spiritual capabilities of a person, the mobilization of which ensures the

implementation of his program and methods (strategies) of behavior to prevent or relieve stress".

In the research of Vodopyanova, the following definition of the concept of "psychological resource" is given: these are internal and external variables that contribute to psychological stability in stressful situations; these are emotional, motivational-volitional, cognitive and behavioral constructs that a person actualizes to adapt to stressful/stressful work and life situations, these are the means (tools) used by him to transform interaction with a stressful situation.

Tolochek thoroughly studied the problem of resources. In one of his works, he considers resources in the context of the study of professional success. The author identifies three types of resources: intrasubject, intersubject and extra-subject. Each of the selected types has a certain degree of study in psychology and specific qualitative features. V. A. Tolochek gives the following definitions to the above types of resources: intrasubject – belonging to the subject itself, intersubject – arising from the interaction of subjects, extra-subject - factors of the physical and social environment (culture). According to the author, "the introduction of the concept of "resources" is appropriate for designating and further studying a variety of environmental conditions, the qualities of the subject and partners interacting with him, contributing to the successful solution of professional tasks (success of activity), and can be considered as the implementation of an ecological approach."

Based on the pentabasis of Hansen, Tolochek decomposes resources into four corresponding groups:

1. Individual human resources, which include knowledge, skills, skills, motivation, abilities, etc.;
2. Resources of the physical environment, covering space, time, information and energy;

3. Resources of the social environment, including culture and social technologies, that is, any results of the activities of other people;

4. Human interaction resources, considered as processes – interactions, mutual influences, etc., and results. Such relationships between people as training, leadership, rivalry, marriage, upbringing, etc. can be considered as processes. Compatibility, imitation, suggestion, identity, motivation, etc. can be distinguished as results (effects).

The resources of different groups are interconnected, at the same time, each of them has its own characteristics. So, individual human resources are dynamic, that is, they can develop, change, fade away. At the same time, they are characterized by relevance and can be adequately measured. The resources of the physical environment, with their pronounced dynamism, are difficult to objectively assess, so they are rarely studied.

The resources of the social environment are characterized by high situational variability, they are also difficult to study and evaluate due to the fact that they are not always available to the subject. The resources of human interaction are described to a greater extent in social psychology, they are also difficult to evaluate and study, since they are fleeting and have different results.

A resource can be defined as a condition or opportunity that can be used if necessary, a source of what allows a person to feel capable of continuing a certain activity.

E. The problem of motivation and motives in psychology

The problem of motivation in psychology is one of the fundamental ones. Its study is directly related to the analysis of human activity, activity and behavior. Currently, there are many studies of the problem of motivation by both Russian (Ilyin, Bozhovich, Rubinstein, Uznadze, Aseev, Vilyunas, Kovalev, Piloyan, etc.) and foreign scientists (Maslow, Heckhausen, McClelland, Atkinson, et al.). Scientific works on motivation are based on

multiple approaches to the very essence, structure of motivation, and are devoted to various aspects, which shows the complexity and versatility of this problem.

To date, there are no unified views on the problem of motivation. Its understanding is based on methodological guidelines and ideological principles of scientists. Representatives of the Russian psychological science consider motivation based on the interaction of biological and social, while the leading role is played by the social principle. Western scientists understand motivation as a manifestation of biological essence, that is, they consider it from a biologizing position.

In one of his works, Ilyin says that the study of motivation as a psychological phenomenon has led to certain difficulties that arose primarily due to the use of the terms "motivation" and "motive" as synonyms. Another problem is the inclusion in the previously mentioned concepts of a number of processes, factors that somehow induce and determine human activity. In this regard, Ivannikov writes that motivation is associated with motives and needs, personal worldviews, self-perceptions, functional states, experiences, personal characteristics, with expected consequences and assessments of others.

The situation is similar with the concept of "motive". Different authors mean by it a lot of psychological phenomena, such as feelings and experiences (Bozhovich, 1968), needs and drives (Heckhausen, 1986), habits and a sense of duty (Rudik, 1967), mental states and personality traits (Platonov, 1986), attitudes (A. Maslow, 1954), objects of the external world (Leontiev, 1975). Thus, the situation described above in the theoretical sphere contributes to the emergence of a certain kind of difficulties in practical matters concerning the problem of motivation.

The first use of the concept of "motivation" belongs to the German philosopher A. Schopenhauer at the beginning of the twentieth century. In modern science, "motivation" as a mental phenomenon is considered from different aspects. Madsen (1959) and Godefroy (1992) interpret it as a set of supporting, guiding and determining factors of behavior. Platonov

(1986) defines motivation as a set of motives. Another interpretation explains motivation as an incentive that causes the activity of the body and determines its direction. Viljunas (1990) defines motivation as a cumulative system of processes responsible for motivation and activity.

The concept of motivation is also considered in the field of management. Vikhansky and Naumov give the following definition: "Motivation is a set of internal and external driving forces that motivate a person to activity, and give this activity a focus focused on achieving certain goals."

Mescon (2003) defines motivation as "the process of stimulating oneself and others to activities aimed at achieving individual and common goals of the organization." Gordienko also defines motivation as a process, but aimed at stimulating "an individual employee or a group to take actions leading to the implementation of the goals of the organization."

Based on this, two main directions can be distinguished in the systematization of definitions of "motivation". The first direction represents motivation as a static formation, as a set of any factors or motives. The second – considers motivation as a process, as a dynamic education. At the same time, both directions imply that motivation is secondary to motive.

Hence, another problem arises – the problem of the relationship between the concepts of "motivation" and "motive". Different authors also have different opinions on this issue. Heckhausen (1986) distinguishes these concepts. He says that they are different in their characteristics, in volume and in their functional role. In other words, motivation and motive are similar in name, but they differ greatly in structure and functions. Both of these psychological phenomena determine the determination of behavior, but the essence of this determination is different for each of them.

Lomov (1984) speaks about the motivational sphere of personality, which is a set of human motives. The motivational sphere is formed and develops throughout a person's life. In his arguments, Lomov emphasizes its dynamism and variability depending on various factors.

The orientation of the personality, according to the author, is manifested in motives. Motives can have different degrees of stability: some are dominant, lasting almost for life, others are more variable, changeable, depending on the situation.

Leontiev made a special contribution to the development of the theory of motivation. He says that "the formation of a person's personality finds its psychological expression in the development of its motivational sphere." Leontiev studied in detail the psychological mechanisms of behavior motives, the processes of complication of activity and the development of motives. The author explains the concept of "motive" not as an experience of need, but as a designation of what the need is specified in certain conditions and what the activity is directed to. In other words, the motive is an "objectified" need.

Rubinstein in his research considered motives in connection with socio-historical development and specific types of human activity. The author says that objects and objects are not motives, but generate corresponding motives. A motive, according to Rubinstein's definition, is a more or less adequately conscious motive. On the one hand, motives influence personal formations in a certain way, and on the other hand, they themselves experience their influence on themselves. The author says that motivation is the core of personality, combining stable qualities, such as character and abilities, and dynamic characteristics – motives and orientation.

The study of motivation was carried out by Aseev (1976), who believed that motivation encompasses all kinds of motives, including a wide range of mental phenomena, such as drives, motives, needs, goals, ideals, personality dispositions and motivational attitudes. In fact, these concepts are usually distinguished because they imply completely different processes.

The question of motivation for activity arises every time it is necessary to explain the reasons for a person's actions. Moreover, any form of behavior can be explained by both internal and external reasons. In the first case, the psychological properties of the subject of

behavior act as the starting and ending points of explanation, and in the second, the external conditions and circumstances of his activity. In the first case, they talk about motives, needs, goals, intentions, desires, interests, etc., and in the second — about the incentives emanating from the current situation.

Most motivational theories can be divided into two large groups: substantive and procedural theories. Meaningful theories of motivation focus on the needs of a person as a basic factor that motivates him to activity. Many well-known theories of motivation, such as A. Maslow's pyramid of needs, Herzberg's two-factor model, Alderfer theory, etc., are meaningful. They are all united by the desire to classify human needs and find a relationship with the motives that drive them.

Let's take a closer look at the meaningful theories of motivation, the principles of which are often used in management practice.

The most well-known theory of the hierarchy of needs by A. Maslow is based on the division of all human needs into five categories. A. Maslow believed that needs form a hierarchy in which any other need becomes a motivator only after the satisfaction of a lower need. The author of the theory wanted to show that the needs of the lower levels (primary) require satisfaction and, therefore, affect human behavior before the needs of higher levels begin to affect motivation.

A. Maslow's concept has a number of critical comments. First of all, he did not take into account the impact that situational factors have on needs. Secondly, he pointed to a strict sequence in the transition from one level of needs to another only in the bottom–up direction. Thirdly, he believed that meeting the needs of the upper group leads to a weakening of their impact on motivation.

Despite the criticism of other authors, A. Maslow's theory has made an extremely important contribution to understanding what underlies people's desire for work. Managers of

various ranks began to understand that people's motivation is determined by a wide range of their needs.

Another author of the substantial theory is McClelland, who developed the theory of acquired needs. The essence of the theory is to represent the highest levels of acquired needs without a certain hierarchy. The author identifies three types of acquired needs: the need for success, for power and for involvement.

The need for power manifests itself in the desire to influence other people and control the course of events. People with a need for power most often manifest themselves as outspoken and energetic people who are not afraid of confrontation and strive to defend their life principles.

The need for success and achievement of goals is expressed in the desire to achieve the set goals, the ability to set them and take responsibility for their implementation. This need is satisfied not by proclaiming the success of this person, which only confirms his status, but by the process of bringing the work to a successful conclusion. People with a highly developed need for success take moderate risks, like situations in which they can take personal responsibility for finding a solution to a problem, and want the results they have achieved to be encouraged quite specifically.

The need for involvement. This is the need to belong to something or someone, the feeling that others accept you, the feeling of social interaction, affection and support.

Another substantial theory was developed by F. Herzberg in the 50-60s of the last century. The author conducted a study aimed at identifying factors that have a motivating and demotivating effect on a person. F. Herzberg believed that employee satisfaction and dissatisfaction are caused by various factors. Therefore, he identified two large categories of motivation factors, which he called hygienic factors and motivating factors.

Hygienic factors are related to the environment in which the work is carried out (company policy and administration, working conditions, earnings, interpersonal relationships

with bosses, colleagues and subordinates, the degree of direct control over the functions performed). Motivating factors are related to the very nature and essence of the work (success, promotion, recognition and approval of work results, a high degree of responsibility, opportunities for creative and business growth). According to Herzberg, in the absence or insufficient degree of the presence of hygienic factors, a person becomes dissatisfied with work. However, if they are sufficient, then by themselves they do not cause job satisfaction and cannot motivate a person to do anything. In contrast, the absence or inadequacy of motivation does not lead to dissatisfaction with work. But their presence is fully satisfying and motivates employees to improve the efficiency of their activities.

Procedural theories analyze how a person distributes efforts to achieve various goals and how he chooses a specific type of behavior. Procedural theories do not dispute the existence of needs, but believe that people's behavior is determined not only by them. According to procedural theories, a person's behavior is also a function of his perception and expectations related to this situation, and the possible consequences of the type of behavior he has chosen.

There are three main procedural theories of motivation: the theory of expectations, the theory of justice and the Porter—Lawler model.

V.Vroom's theory of expectation is based on the thesis that the presence of an active need is not the only necessary condition for motivating a person to achieve a certain goal. A person should also hope that the type of behavior chosen by him will really lead to satisfaction or acquisition of what he wants.

The process of motivation, from the point of view of V. Vroom, has a three-stage character:

1. a person expects that the efforts expended will lead to certain results;
2. the person expects that the results obtained will lead to a reward;
3. a person expects the reward to be valent, i.e. valuable.

Another procedural theory of S. Adams, who developed and used in practice the motivational theory of justice. According to this theory, people tend to maintain "good relationships with others and correct them by making them equal." They are interested in their efforts and work being paid in the same way as the efforts of other employees. Unlike other theories, this one considers motivation in terms of comparison between people.

Another Porter-Lawler procedural theory includes five variables: effort expended, perception, results obtained, reward, degree of satisfaction. According to this model, the results achieved depend on the efforts made by the employee, his abilities and characteristics, as well as his awareness of his role. The level of effort applied will be determined by the value of the reward and the degree of confidence that this level of effort will indeed entail a well-defined level of reward. In addition, the Porter-Lawler model establishes a relationship between remuneration and results, i.e. a person satisfies his needs through rewards for the results achieved. One of the most important conclusions of Porter and Lawler is that productive work leads to satisfaction, and not vice versa. Thus, they refute the opinion of supporters of the theory of human relations that satisfied people work better.

Each of the theories of motivation seeks to explain what exactly determines a particular act of a person, whether a person has freedom of choice, or his behavior is determined by certain factors. The problem of self-determination has been actively studied by American authors Edward L. Deci and Richard M. Ryan, who are considered living classics in the West. Self-determination is defined as the ability to make a choice and the ability to choose. This is how it differs from actions performed under the influence of other forces and reinforced by reactions that can be considered as determinants of human behavior. The theoretical basis of the theory of self-determination is the analysis of internal and external motivation.

The theory of self-determination is a modern approach to the study of human motivation, personality and psychological well-being. This theory can be attributed to positive psychology, the essence of which is the study of positive aspects of the psyche and the

construction of positive components of human psychology. The essence of the theory is that a person has his own activity and is able to make an independent choice. The main idea of this theory is the availability of abilities and opportunities for a person to lead a healthy and fulfilling life. If from childhood a child has the freedom to choose interests and occupations, the opportunity to develop in conditions without unnecessary restrictions, this will contribute to the formation of a healthy and full-fledged personality in the future. "The theory of self-determination aims to identify the factors that feed the innate human potential that determines growth, integration and health, and to study the processes and conditions that contribute to the healthy development and effective functioning of individuals, groups and communities" (Ryan, Deci, 2000).

At the same time, the environment in which a person is located can interfere with his healthy self-realization, imposing norms that negatively affect the psyche. Thus, the practical side of the theory of self-determination is to determine the conditions that help or, conversely, interfere with normal development, as well as the resources in the person himself that contribute to his opposition to these negative influences. "Our theory of self-determination is connected with this dialectical confrontation of the active self and various forces, external and internal, with which the personality meets in the process of development" (Deci, Ryan, 1991).

Deci defines self-determination as an innate tendency that can lead an organism to engage in interesting behavior (Deci, 1980). The flexibility of a person regarding the management of their own interactions with the outside world acts as a psychological criterion of self-determination. Being self-determined, a person acts relying on his own choice, and not on certain compulsions and obligations. The basis of this choice is awareness of one's own needs and their comparison with the external environment and conditions. In addition to controlling one's actions and environment, self-determination may also include relinquishing control. Behavior based on self-determination contains a person's decisions about how to behave, and is determined by the information coming from the environment, as well as by the

person directly perceiving and interpreting this information. The empirical criteria of self-determination include such manifestations as interest, significance for the individual, spontaneity, creativity, and a sense of freedom. From a psycholinguistic point of view, this is the predominance of the verbs "want" over "should" (Deci, Ryan, 1991).

The central ideas of the theory of self-determination are: 1) the idea of three basic needs that underlie internal motivation and ensure the psychological well-being of the individual; 2) the idea of the qualitative uniqueness of various types of external motivation that regulate the behavior of an individual; 3) the attention of the theory to the social context, taking into account its role in the manifestation of different forms of motivation and the effective functioning of the individual (Gordeeva, 2010).

The theory of self-determination is based on the postulate of the existence of three basic psychological needs in a person, which also constitute one of the mini-theories: the need for autonomy, competence and connectivity with other people. Satisfaction of all three basic needs is the main condition that determines the optimal functioning of the individual, psychological well-being and healthy personal development. In the case of frustration of basic needs, there is a high probability of deterioration in the effectiveness of activities and a decrease in psychological well-being. "Children are born with innate psychological needs – needs for autonomy, competence and connection with other people – and throughout their lives they seek satisfaction of these needs. They are born with common interests and innate inclinations, which goes hand in hand with motivating their ongoing aspirations for intrapersonal and interpersonal coherence. This view, however, is not equivalent to the view that abilities and interests are genetically predetermined" (Deci, Ryan, 1991)

The need for autonomy can be characterized as the need for self-determination of one's own behavior and the availability of choice. The essence of this need is the desire to feel like an initiator, a doer of one's own life and act in harmony with one's inner self. To feel autonomous does not mean to be completely independent of others. In order for the child to

have a healthy development, an autonomous type of interaction with the environment is necessary, in which adults who are significant to the child form an attitude of free choice without pronounced restrictions and boundaries. Free choice is an essential factor of healthy personality development, which is ensured by teaching the child to interact with the environment. Harmonious and holistic personal development is promoted by a person's striving for certain goals, acting in difficult conditions, as well as the need to make decisions. E. Deci and R. Ryan believe that in the process of optimal human development, the needs for autonomy and competence are important. In the third place is the need for interaction with other people.

The need for competence is described as the desire to cope with various tasks, to be effective, to accept the challenge of the surrounding reality. Human actions are directed to solving a problem that should be optimal in terms of complexity. A successful solution and positive feedback will contribute to a sense of self-efficacy.

The need for connection with other people is characterized by the desire to have a strong connection with significant people, as well as to be understood and accepted by them. Interaction with people satisfies the desire to be connected with others, allows you to experience a sense of closeness and affection. This need is so important and deep that its dissatisfaction can lead to problems with psychological well-being.

Conclusion

A literature review on the topic of the study showed that the issues of research on organizational culture and work-life balance are currently the subject of study by many authors. The peculiarities of the professional activity of employees attract the attention of researchers in the field of the development of organizational culture and the balance between work and personal life.

Recently, foreign employers have been paying more attention to the issues of organizational culture in the company, as well as trying to maintain a work-life balance among employees.

Work - life balance will be understood as maintaining an optimal work-life balance for an individual based on a subjective assessment.

II. Methods and organization of research on motivational resources that ensure work-life balance

A. Description of the study sample

The sample of the study was made up of civil aviation workers in the city of Nur-Sultan in the number of 15 people. The respondents were men and women aged 29 to 55 years. The median age was 43 years.

B. Research methods

The following methods were used in the study:

1. Implicit associative test;
2. Methodology "The possibility of implementing motives";
3. Methodology "Subjective balance of work and personal life";
4. Methodology "Life goals".

1. Implicit association test

An implicit associative test was used to study implicit attitudes to work and leisure. The methodology is based on the theory of implicit attitudes developed by American Professor E. Greenwald. The essence of this theory is that a person is controlled by hidden, usually unconscious attitudes. This theory formed the basis of the "Implicit Association Test" developed by E. Greenwald together with colleagues.

With the help of this test, an assessment is made of how quickly the respondent categorizes certain words. In our study, the test was modified in order to reveal hidden attitudes to work and leisure. The subjects were asked to classify the initially given words and their associations into certain categories. Based on this technique , four groups of subjects were identified:

- "Keeping the balance": have a positive attitude to rest and work;
- "Lovers of relaxation": They have a positive attitude to rest, a negative attitude to work;
- "Workaholics": positive attitude to work, negative attitude to rest;
- They have a negative attitude to rest and work.

The group "Observing balance" consists of people who have positive attitudes towards both rest and work. Such people are able to competently maintain a balance between both spheres. They have a positive attitude to work, activity is an attractive state for them. Such respondents are unlikely to feel comfortable doing absolutely nothing. At the same time, rest is also important for them, and they devote a certain part of their time to it. It is easy enough for them to switch from work to rest. Such people are able to observe the line, they will not recycle without the opportunity to rest, and at the same time they are not characterized by idleness.

The group "Lovers of rest" includes respondents who have a positive attitude to rest, and a negative attitude to work. For such people, rest is the most attractive state. They will feel comfortable in any situation that does not involve work activities. Switching to work can be difficult.

The third group - "Workaholics", includes people who have a positive attitude to work, a negative attitude to rest. These people tend to devote a lot of time to work, work activity is an attractive state for them. At the same time, it is typical for them to forget about rest.

The fourth group consists of people who have a negative attitude to rest and work. For these people, work and rest are not attractive states.

2. Methodology "The possibility of implementing motives"

To study significant motives, the technique "The possibility of implementing motives" by V.I. Dominyak and E.A. Rodionova was used. The methodology consists of two parts: the first allows you to assess the possibility of implementing motives in the organization, and the second - the significance of motives for the respondent.

Each part of the methodology consists of 15 motives of professional activity

- * material prosperity,
- * a sense of stability and reliability,
- * communication with colleagues,
- * respect from others and social prestige,
- * promotion and career growth,
- * improving their own professional competence,
- * satisfaction from the activity process,
- * satisfaction from achieving the goal and the result of the activity,
- * managing and guiding other people,
- * a sense of freedom and independence in decision-making,
- * a sense of success, a sense of self-usefulness and service to people,
- * the excitement of the competition,
- * the possibility of the most complete self-realization in their professional activities,
- * satisfaction of non-working interests.

In the first part, respondents need to be assessed on a ten-point scale to what extent the organization in which they work provides the possibility of implementing a particular motive, where 1 is absolutely not significant, and 10 is extremely significant. In the second part of the methodology, respondents need to assess the importance of each motive for themselves. Based on the results obtained, a profile of the possibility of implementing motives is built, where the estimates for the first and second parts of the methodology are visually compared.

3. "Subjective work-life balance" methodology

For a subjective assessment of the work-personal life balance, the method "Subjective work-personal life balance" developed by A. Mospan, E. Osin and others was used. Based on

factor analysis, the authors formulated variants of the relationship of these two spheres based on existing theories: balance, independence, positive transfer, negative transfer, interference and compensation. Each of the options corresponds to a certain scale, including question numbers. The scores on the questions are added up, then the average for each of the scales is calculated. The minimum score is 1, the maximum is 5.

Based on the results obtained, it is possible to determine how high or low the respondent evaluates the subjective balance between work and personal life, and to identify his explicit attitude to the balance of these areas.

4. The "Life Goals" methodology

To study the priority life goals of the individual, the questionnaire "Life Goals" was used, developed by American psychologists E. Deasy, R. Ryan, in the adaptation of N.V. Klyueva, V.I. Chirkova, Respondents should be assigned a rank for each of the fifteen goals, where 1 is the most important goal, 15 is the least important. In this case, the ranks cannot be repeated two or more times. When processing the results obtained, the ranks assigned by the respondents were converted to the reverse scale for clarity during the presentation. Thus, the most significant goals received the highest marks, and vice versa. This questionnaire is based on the concept of self-determination. The main constructs of the methodology are external and internal goals. The goal here is understood as a conscious desire to achieve a certain life result by a person. Thus, internal goals are determined by the personality itself and do not imply strict compliance with the success patterns accepted in society. These include autonomy, personal growth, interpersonal contacts and communication, etc. Internal goals are generated based on internal motivation, and correspond to the satisfaction of basic needs.

External goals are formed from the outside, orienting a person to achieve the standards of success accepted in society, and relate to external indicators of human value. These include material success, attractive appearance, fame, etc.

Based on the results obtained in the study of T. Kasser and D. Ryan, the authors of the methodology claim that people who have internal goals prevail have greater psychological well-being and psychological health than people for whom external goals are a priority.

The questionnaire allows you to determine the highest priority goals of a person, and analyze his conscious scope of goals.

C. Research procedure

During the study of motivational resources to ensure a balance between work and personal life, the following stages were identified:

1. The preparatory stage, which included the formulation of the research topic and the preparation of its program: the subject, object, goals, tasks are defined, hypotheses are developed. Further, a review of Russian and foreign literary sources on the topic of the study was conducted, the design of the study was developed and the selection of methodological tools was carried out.

2. Working with the research base. At this stage, the possibility and timing of conducting research on employees were agreed with the management of the organization. The research plan and ways of its implementation were discussed. The question of how many respondents will participate in the study was also decided. As a result, it was decided to conduct a study on one separate unit so that the data would not be distorted.

The study was conducted in compliance with the confidentiality of the data obtained, and the final results were provided based on the aggregate responses of the entire study sample.

3. Data collection. The study was organized on the basis of a aviation enterprise, which was attended by middle-level personnel. Respondents took an implicit associative test aimed at studying hidden attitudes towards work and personal life on a computer. Further, each respondent entered an individual number in the appropriate field when filling out the methods

"The possibility of realizing motives", "Life goals" and "Subjective work-life balance". Forms of research methods are presented in Appendix A.

4. Data processing using Microsoft Excel 2016 and SPSS 20.0. First, raw data was processed in accordance with keys and scales, which were subsequently entered into the table for convenience in further work with them. After that, the data was processed using mathematical statistics methods. Further, a qualitative analysis of the results was carried out.

5. Formulation of the conclusions of the study.

D. Mathematically and statistically data processing methods

The following methods of mathematical statistics were used to process the results of the study:

1. Descriptive statistics: mean, standard deviation, minimum values, maximum values based on the results.

2. Spearman's correlation analysis was used to study the relationship between the subjects' age and motives. This correlation coefficient is used to assess the strength of the connection of the data obtained in the rank scale.

3. A comparative analysis of the data obtained by the method of "The possibility of realization of motives" was carried out using the Wilcoxon criterion. This criterion is used to check the differences between two samples of paired measurements, in our case, it is the organization's ability to implement motives and the significance of motives in general for respondents.

The data was processed using Microsoft Excel.

To process the results obtained by the implicit associative test, content analysis was used, aimed at studying the associations given by respondents to the concepts of "work" and "rest".

Content analysis is a method of qualitative and quantitative analysis of the content of documents in order to identify or measure various facts and trends reflected in these documents. In our study, the total number of associations most used by respondents was calculated, and subgroups were identified that included associations similar in meaning.

III. Research results and their discussion

A. Analysis of implicit and explicit attitudes towards work and personal life

According to the results of the methodology to identify implicit attitudes towards work and personal life, the respondents were assigned to three groups.

The group "Observing the balance" consisted of 36 people who had positive attitudes towards both rest and work. Such people are able to competently maintain a balance between both spheres.

The group "Lovers of rest" included respondents in the number of seven people who have a positive attitude to rest, and a negative attitude to work. For such people, rest is the most attractive state.

The third group - "Workaholics", included one respondent who has a positive attitude to work, a negative attitude to rest. For this group, working activity is an attractive state.

The fourth group, which includes respondents who have a negative attitude to work and rest, did not include a single subject.

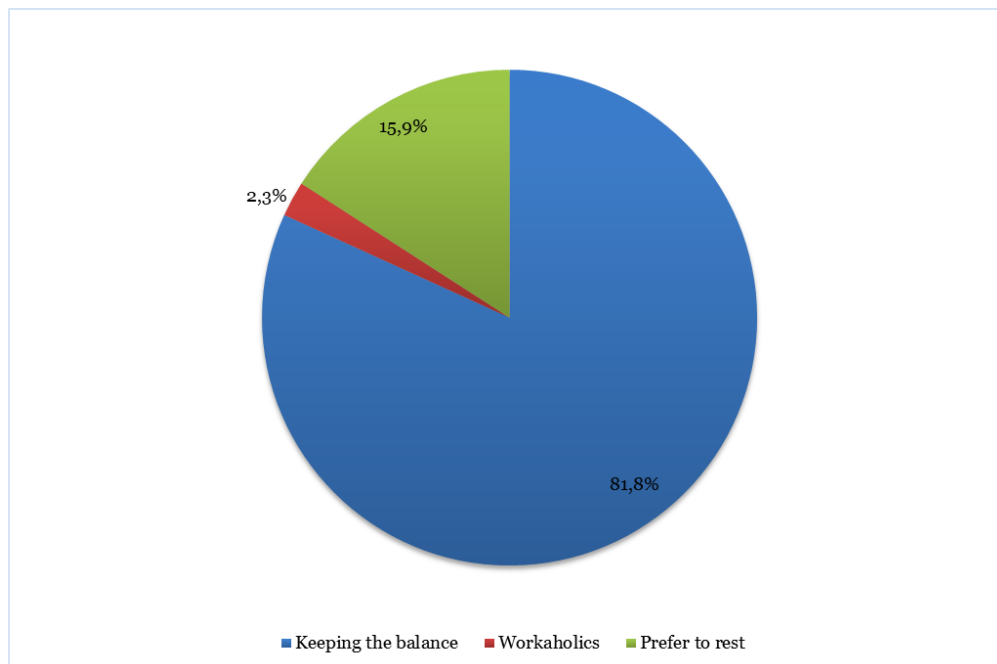


Figure 1. Implicit attitudes to work and leisure by groups of respondents

The results of a general assessment of the subjective work-life balance were obtained using the "Subjective work-life balance" methodology. The analysis of the results showed that the level of explicit assessment of the work-life balance by employees is lower than the average obtained on a sample of working people in the study by A. Mospan, E. Osina, etc.

In the course of the study, a content analysis of the associations cited by respondents related to work and leisure was carried out. Associations were indicated by respondents when completing the implicit association test.

The results showed that the most frequent associations to the concept of "work" among respondents are the following concepts:

- * Money – 10,
- * labor – 9,
- * salary - 7,
- * development – 7,
- * communication – 6,
- time – 6,
- * experience – 5,
- * team – 4,
- * training – 4.

The group of associations for the concept of "rest" included the following responses of respondents:

- * Sleep - 15,
- * sea – 9,
- * travel– 8,
- * friends – 7,
- * home and family – 5,
- * entertainment – 5,

- * freedom – 5,
- * calmness – 5,
- * relaxation – 4.

The subgroup "professional activity" includes associations related to the work of employees and its features. The "material remuneration" subgroup was made up of associations related to the income and salary of respondents. The "positive feelings and emotions" subgroup includes associations that reflect positively colored emotional states and feelings of respondents. The subgroup "negative feelings and emotions" includes a number of associations that characterize negatively colored feelings and emotions.

The total number of associations with the concept of "work" that are part of each of the subgroups is as follows:

- * Professional activity: 91,
- * Material remuneration: 19,
- * Positive feelings and emotions: 23,
- * Negative feelings and emotions: 22.

Clearly highlighted subgroups of associations are shown in Figure 2.

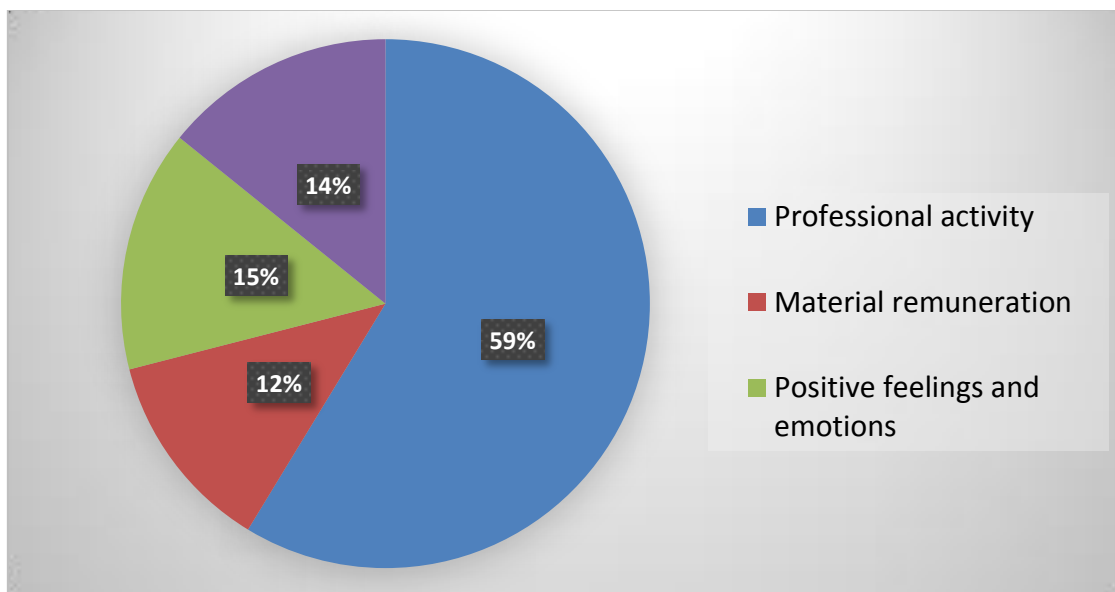


Figure 2. Subgroups of associations with the concept of "work"

Content analysis of the associations that respondents have on the concept of "rest" allowed us to identify four subgroups. The subgroup "family and home" included associations related to home, loved ones and family life. The travel subgroup includes a number of associations related to travel and travel. The subgroups "positive feelings and emotions" and "negative feelings and emotions" formed associations associated with positively colored emotions, feelings and states, and negative emotions and feelings, respectively.

The total number of associations with the concept of "rest" included in the subgroups is as follows:

- * Family and home: 38,
- * Travel: 57,
- * Positive feelings and emotions: 55,
- * Negative feelings and emotions: 6.

The selected subgroups of associations are clearly shown in Figure 3.

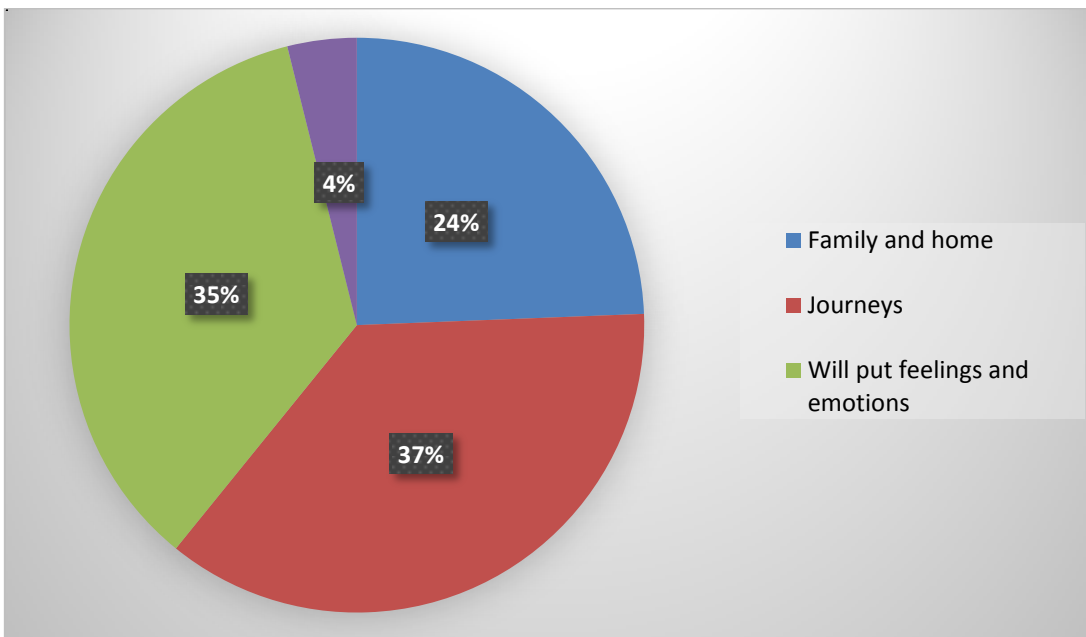


Figure 3. Subgroups of associations with the concept of "rest"

Based on the results obtained, it can be concluded that with the concept of "work" respondents have more associations related to professional activity (59%), based both on the specifics of the work of employees and on the standard components of any job as a whole.

The subgroups "material remuneration" (12%), "positive emotions and feelings" (15%) and "negative emotions and feelings" (14%) make up almost equivalent parts of the general group of associations with the concept of "work", which may indicate that work-related concepts are equally associated both with positive emotions and with negative ones.

The results obtained for the group of associations that the respondents identified for the concept of "rest" show that the majority is the "travel" subgroup (37%), the "positive emotions and feelings" subgroup occupies a slightly smaller ratio (35%). Subgroup "family and home" (24%) it also occupies a significant part, and the subgroup "negative feelings and emotions" (4%) is an insignificant ratio.

Thus, associations to the concept of "rest" in 96% have positive meanings, which cannot be said about associations to the concept of "work", where negative meanings are expressed to a greater extent.

Summing up, we can say that employees are characterized by positive associations with rest, which are more related to the category of travel and positively colored emotions and feelings. In comparison with associations to rest, associations with work to a greater extent contain negative concepts, as well as concepts directly related to their professional activities.

B. Analysis of significant motives

The analysis of the average ratings obtained by the method of "The possibility of realizing motives" showed that the most significant motives for respondents are: material prosperity (9.0), stability and reliability (8.6), satisfaction with the process (8.1), promotion and career growth (8.0), professional competence improvement (8.0).

The least important motives for respondents are: excitement and competitiveness (5,4), managing other people (6,0), the need for self-realization (6,7), serving other people (6,8), satisfaction of non-working interests (6,9).

The analysis of the possibility of implementing motives showed that employees highly appreciate the possibility of implementing the following motives in the organization: communication with colleagues (8,8), satisfaction with the result (8,0), respect and status (7,3), improvement of professional competence (7,3). The following motives received low marks for the possibility of implementation: promotion and career growth (5.3), managing other people (5.7), the need for self-realization (6.5).

The average values of the possibility of implementing motives and their significance obtained for the group showed that the assessment of the possibility of implementing motives in the organization is lower than their significance for respondents.

Based on the results obtained following the results of the methodology "The possibility of implementing motives", a profile of the possibility of implementing motives and their significance for respondents was built.

Analysis of the results of a sample of employees showed that the importance of the motives "material prosperity", "stability, reliability", "promotion, career growth" and "satisfaction with the process" is higher than the possibility of their implementation in the organization. The values obtained for the above significant motives and the possibility of their implementation differ statistically significantly ($p < 0,5000$).

The significance of the motive "material prosperity" shows statistically significant differences from the possibility of implementing this motive in the organization, which indicates the importance of the material component for employees. The motive of "stability and reliability" is also more significant than its possibility of implementation. This may be due to innovations in the competition schedules.

The significance of the motive "promotion, career growth" statistically significantly differs from the possibility of implementing this motive, this may be explained by the fact that career growth in the company does not depend on personal efforts. For an employee, career advancement is fundamental, because the availability of significant benefits, bonuses and

allowances depends on it. In this organization, the highest position on the career ladder can be achieved only when an employee is dismissed from this position, or when he moves to another department, so horizontal career advancement is often practiced.

The significance of the motive "satisfaction with the process" is higher than the possibility of its implementation in the company. This can be explained by a monotonous work activity consisting of a number of constant processes, tasks and actions.

The significance of the motives "communication with colleagues" and "excitement, competitiveness, competitiveness" for respondents is lower than the possibility of implementing these motives in the organization. The differences are statistically significantly different ($p < ,05000$).

The lesser importance of the motive of "communication with colleagues" in comparison with the possibility of its implementation can be explained by the fact that employees work on submarines, in conditions where there are constant interpersonal contacts due to limited working space. Such conditions may lead to violations of the personal space of each of the employees.

The lesser importance of the motive "excitement, competitiveness, competitiveness", compared with the possibility of its implementation at the enterprise, is explained by the recent introduction of competition schedules for employees. At the moment, the receipt of bonuses depends on the successfully completed indicators of work activity. This innovation in the organization explains the high marks received for the possibility of implementing the above motive, but at the same time the significance of the motive is lower.

C. Analysis of the priority life goals of the individual

The analysis of the results obtained by the method of "Life goals" by E. Desi, R. Ryan, showed that the most significant goals for respondents are:

* personal growth (11,9);

- * health (11.4);
- * affection and love (10.8);
- * material success (10.1);
- * safety and security (9.7).

The least important goals for respondents are:

- * religious life (3.9);
- * fame (5,4);
- * power and influence (6,1);
- * serving people (6,1);
- * attractiveness (7,1).

The results obtained using the "Life Goals" method showed a statistically significant relationship between a positive attitude to rest and the goals of "attractiveness" and "sensual pleasures and pleasures". One of the hypotheses of the study about the relationship between an implicit positive attitude to rest and external goals has received partial confirmation. Thus, for people who have an implicit positive attitude to rest, such external goals as physical attractiveness and sensual pleasures are significant.

The motive of "the need for self-realization" and "managing other people" is statistically significantly negatively correlated with a positive attitude to rest.

The statistically significant relationship between a positive attitude to rest and the goals "attractiveness" and "sensual pleasures and pleasures" suggests that for employees who have a positive attitude to rest, significant goals are external attractiveness and sensual pleasures. These goals, according to the theory of E. Desi and R. Ryan, are external.

The negative relationship between a positive attitude to rest and the motives of "the need for self-realization" and "managing other people" suggests that for employees who have a positive attitude to rest, the above motives are not a priority. These motives are significant for respondents who do not have a positive attitude to rest.

A positive attitude to work and the motive of "satisfaction of non-working interests" also have a negative statistically significant relationship. This suggests that for employees who have a positive attitude to work, the motive of "satisfaction of non-working interests" is not a priority.

D. The relationship of attitudes to work and personal life with motivational and value resources and with age

The results obtained based on the results of correlation analysis to study the relationship between the age of the subjects and significant motives showed that there are statistically significant negative relationships between age and the following motives that can be implemented in the organization: material prosperity, communication with colleagues, career growth, professional competence improvement, process satisfaction, satisfaction with the result, independence, a sense of success, excitement and competitiveness, the need for self-realization. This suggests that older respondents are less likely to assess the possibility of implementing the above motives in the organization. They believe that the organization is not able to fully provide them with the opportunity to realize these motives.

The motives of "managing other people" and "excitement and competitiveness" that are significant for respondents are statistically significantly negatively correlated with the age of the subjects. This suggests that such motives as "managing other people" and "excitement and competitiveness" are less significant for older subjects.

A positive statistically significant relationship was obtained between the age of the subjects and personal growth, which suggests that personal growth and development are important for older employees. In other words, for older subjects, personal growth is a significant goal.

Also, a positive statistically significant relationship was obtained between the age of the subjects and the overall subjective assessment of the work-life balance. This suggests that the older the respondent, the higher he estimates the balance between work and personal life.

Summary

1. Associations to the concept of "rest" in 96% carry a positive semantic load, associations to the concept of "work" - in 86%.

2. The significance of the motives of "material prosperity", "stability, reliability", "promotion, career growth" and "satisfaction with the process" among employees is higher than the possibility of their implementation in the organization.

3. The importance of the motives "communication with colleagues" and "excitement, competitiveness, competitiveness" for respondents is lower than the possibility of implementing these motives in the organization.

4. For employees who have a positive attitude to rest, external attractiveness and sensual pleasures are significant goals.

5. For employees who have a positive attitude to rest, the motives of "the need for self-realization" and "managing other people" are not a priority.

Conclusion

A theoretical analysis of the literature on the problem under study was carried out on the following topics: work-life balance, motivation, resources, as well as the features of professional activity of employees.

In an empirical study, the interrelationships of the motivational-value sphere and the balance between work and personal life were studied on the example of employees. The study involved 15 people of a separate integral unit aged from 29 to 55 years.

One of the hypotheses has received partial confirmation. Positive correlations were revealed between a positive attitude to rest and the life goals "attractiveness" and "sensual pleasures and pleasures". Negative significant correlations were obtained between a positive attitude to rest and the motives of "the need for self-realization" and "managing other people".

In the course of the work, a content analysis of respondents' associations to the concepts of "work" and "rest" was carried out, and a motivational profile was built and analyzed in terms of the significance of motives and the possibility of their implementation in the organization.

The interrelations between the age of respondents and the significance of a number of motives for them, as well as the possibility of implementing these motives in the organization, were investigated.

The obtained research results can be used in this organization in order to optimize the employee motivation system.

This study can be continued by further increasing the sample by examining similar units, as well as studying the problem on a sample of civilians, and, based on the data obtained from the samples, conduct a comparative analysis of them.

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Research Ethics Approval Form

Higher School of Economics M.Narikbayev KAZGUU University is concerned about ethical issues related to research. A student should review “Ethics in Research” section in Master’s Dissertation Guidelines and have a discussion with a supervisor regarding ethical consideration in research.

Research Ethics Approval form should be filled prior to the start of data collection. A supervisor should sign a form as a sign of confirmation. A supervisor might contact Disciplinary and Ethics committee in case if there are some doubts on research and expert’s opinion is required.

Name of a Student	Assylzhan Mamanova
Degree Programme	Master in Human Resources Management
E-mail	a_mamanova@kazguu.kz
Supervisor’s Name	Zhan-Tore Ayazbekov

1. Does your research involve vulnerable groups? No
2. Does your research involve sensitive topics? No
3. Does your research may potentially harm (psychologically/physically/financially, etc) participants? No
4. Describe outline and objectives of your research:

My research is aimed to ensure work-life balance for people who are sustainably successful in their business or working in a prestigious job. The main part of my master's thesis consists of a chapter in which I analyzed the key elements concerning work life balance.

5. Describe your research design and how human participants will be involved:

My research design will be qualitative with primary and secondary data. Research methods are: literature review and interviews.

6. Describe potential risks of your research to your human participants and how you are going to avoid these risks.

My research have no potential risks for human participants

7. Describe how anonymity of respondents will be ensured:

Respondents will be named by using number and excluding their names. For example – Respondent 1,2.

8. Describe how informed consent will be provided.

Consent of respondents are provided via text messengers.

9. Describe how you will ensure privacy of data collection.

My research will not name the companies and persons which appears in the answers of respondents.

10. Describe how data will be stored throughout and in the end of the project.

The data will be stored

Student's Name: Assylzhan Mamanova

Student's Signature: Assylzhan Mamanova

Date: 13 May 2022

Supervisor's Name: Zhan-Tore Ayazbekov

Supervisor's Signature: Zhan-Tore Ayazbekov

For Supervisor's: Contact Disciplinary and Ethics Committee, if there are any ethical issues that seems controversial and unclear. Send this form and provide your explanation.