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WORK-LIFE BALANCE OF LECTURERS (by the results of the research)

The article presents the analysis of work-life balance, as well as the influencing the balance and conflict between work and personal life, including the classification of models of influence determinants and negative, positive consequences.

The article presents the results of a quantitative study conducted by the Center for Sociological Research and Social Engineering of al-Farabi KazNU in the spring of 2021 among the faculty of the al-Farabi Kazakh National University. The main focus of the study is to understand and study work-life balance to increasing employee efficiency and productivity, as well as to analyze strategies for improving work-life balance.

The authors conclude that the negative impact of distance work on the physical well-being of the lecturer, there is a balance between work and personal life, good involvement in changes in spheres of life, but often it is not possible to pay due attention to them. Work responsibilities of the lecturer affects the work-life ratio. Together with this, remote work itself is changing the character of responsibilities of lecturer, taking into account the a violation of digital etiquette.

The most important factor of work-life balance is rather the ability of workers to choose the mechanism that has the greatest impact on their work efficiency and the productivity of the entire process, respectively.

Key words: work-life balance, teachers, online work, disbalance, efficiency.

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Оқытушылардың жұмыс және жеке өмірінің теңгерімі (зерттеу нәтижелері бойынша)

Мақала жұмыс пен жеке өмірдің тепе -теңдігін талдауға, сондай -ақ жұмыс пен жеке өмір арасындағы тепе -теңдік пен жанжалдың қалыптасуына әсер ететін факторларды анықтауға, соның ішінде әсер ету детерминанттары мен теріс және жағымды салдарларының модельдерін жіктеуге арналған. Мақалада әл-Фараби атындағы ҚазҰУ-нің әлеуметтік зерттеулер және әлеуметтанулық инжиниринг орталығының 2021 жылдың көктемінде әл-Фараби атындағы ҚазҰУ оқытушыларының арасында жүргізген сандық зерттеу нәтижелері көрсетілген. Зерттеудің мақсаты қашықтықтан оқытуға көшу кезеңіндегі жұмыс пен жеке өмірдің тепе-теңдігін түсіну және зерттеу, оқытушылардың тиімділігі мен өнімділігін арттырудың жаңа бағыттарының бірі және олардың қанағаттануы, сонымен қатар дәстүрлі де, қашықтықтан да жұмыс пен жеке өмір арасындағы тепе-теңдікті жақсарту стратегияларын талдау. Авторлар қашықтықтан жұмыс істеу оқытушының физикалық әл-ауқатына теріс әсер еткеніне қарамастан, жұмыс пен жеке өмір арасында тепе-теңдік, өмір салаларын өзгертуге жақсы әсері бар, бірақ көбінесе оларға тиісті назар аудару мүмкін емес деп тұжырымдайды. Оқытушы орындайтын функциялардың саны жұмыс пен жеке өмірдің арақатынасына, атап айтқанда жұмыс пен жеке өмір арасындағы тепе-теңдікке немесе қақтығысқа әсер етеді. Өз кезегінде, қашықтықтан жұмыс істеу оқытушының әдеттегі дәстүрлі жұмысын өзгертеді, оның күнделікті өміріне жұмыс ортасының сандық этикеттің бұзылуын енгізеді.

Жұмыс пен жеке өмір арасындағы тепе-теңдікті табудың маңызды факторы-бұл жұмыс уақытын ұйымдастыру механизмінің өзі емес, керісінше жұмысшылардың өз жұмысының тиімділігіне және бүкіл процестің өнімділігіне үлкен әсер ететін механизмді таңдау мүмкіндігі.

Түйін сөздер: жұмыс пен жеке өмір арасындағы тепе -теңдік, оқытушылар, онлайн жұмыс, теңгерімсіздік, тиімділік.

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Баланс работы и личной жизни преподавателей (по результатам исследования)

Статья посвящена анализу баланса работы и личной жизни, а также определению факторов, влияющих на формирование баланса и конфликта работы и личной жизни, в том числе, классификации моделей детерминант влияния и негативных, позитивных последствий.

В статье представлены результаты количественного исследования, проведенного Центром социологического исследования и социального инжиниринга КазНУ им. аль-Фараби весной 2021 г. среди преподавателей КазНУ им. аль-Фараби. Целью исследования является понимание и изучение баланса работы и личной жизни в период перехода на дистанционное обучение как одного из новых направлений увеличения эффективности и производительности преподавателей и их удовлетворенность, а также анализ стратегий улучшения баланса между работой и личной жизнью как в традиционном, так и в дистанционном формате.

Авторы делают вывод о том, что, несмотря на негативное влияние дистанционной работы на физическое самочувствие преподавателя, присутствует баланс работы и личной жизни, хорошая вовлеченность в изменения сфер жизни, но зачастую не удается уделять им должного внимания. Количество выполняемых преподавателем функций влияет на соотношение работы и личной жизни, а именно на дисбаланс работы и личной жизни. В свою очередь, сама дистанционная работа изменяет привычную традиционную работу преподавателя, внося в его повседневную жизнь нарушение цифрового этикета его рабочим окружением.

Наиболее важным фактором при нахождении баланса между работой и личной жизнью является не сам механизм организации рабочего времени, а, скорее, способность работников выбирать механизм, который оказывает наибольшее воздействие на эффективность их работы и на производительность всего процесса соответственно.

Ключевые слова: баланс работы и личной жизни, преподаватели, онлайн работа, дисбаланс, эффективность.

Introduction

The current global processes taking place all over the world consider all spheres of life of an individual, including their working time and labor activity. The time that an individual spends at work takes on different forms of employment, decentralizes and individualizes.

With the change in people's needs, so have workers' preferences for working hours. This reality forces people to have the ability to balance between paid work and personal life (Yugai, 2021).

Balancing work and personal life is becoming an urgent topic for research in the field of increasing the efficiency and productivity of employees, one of the main factors of which is employee satisfaction and the ability to find a balance between the two spheres of life. With a large workload, an increase in the amount of working time, and dissatisfaction with a career, workers often experience stresses that reduce the efficiency of the employee and the organization to which they belong.

According to many researchers, the concept of work-life balance is global and international in nature, and programs to improve it should include

elements of cross-cultural management. According to OECD methodology for measuring work and personal life, the Netherlands is in 1st place, and Colombia is the last. Kazakhstan does not have government programs aimed at maintaining a work-life balance, but compared to OECD countries, where overtime is measured over 50 hours per week, Kazakhstan has a 40-hour work week.

The social aspects of labor, and the interdependent problems of society, always occupy one of the central places in sociology, since it analyzes the state of the socio-economic stages of society, professional social progressions, with all social contradictions. Changes in social relationships in the workplace have influenced the strength and well-being of the family groups of workers. Globalization has generated intense competition and the diverse work requirements that many employees face today. For example, be available within 24 hours of work using various communication tools (Russel, Bowman, 2000).

The transformation of the labor market, together with the dynamics of the demographic structure, including the growth of education and employment of women, which has become a global trend since the

middle of the last century, lead to the spread and strengthening of the principles of a modernized model of the family that is, an egalitarian family consisting of working couples. This model is based on a combination of marital, parental and professional roles, where the balance of family and work is a central issue in the life strategies of women and men (Kaldybek, Shedenova, 2021).

It should be considered the rise in the standard of living, the increase of a lifespan in its duration, which also affected the labor market around the world. For example, with the increase of old age population, the relative number of employees has also increased.

An indirect factor of influence on the work of modern society is the development of innovative technologies that form the digital labor market, distance, online employment. It is necessary to note the impact of the COVID-19 pandemic, which has reversed social and labor relations around the world.

Literature review

To date, the problem of the influence of the relationship between work and personal life on the behavior of employees, and their attitude to the problem, have not been fully studied and require more in-depth research. In the Republic of Kazakhstan, no analysis of the problem of the relationship between work and personal life has been carried out. Most research on work and life balance is concentrated in European countries and the United States of America.

Many scholars assert the existence of the phenomenon of work-life balance not only in the United States, but throughout the world, proving the global nature of the studied socio-economic phenomenon. Modern studies were carried out in Europe, Great Britain, in particular, Australia, East and South Asia (South Korea, Sri Lanka, China, India, Pakistan, etc.) (Khan, Agha, 2013).

Demographic changes impacted the structure of labor force, and thus impacted the issue of work-life balance (Crosbie, Moore, 2004).

The study of the work and personal life ratio in most literature reviews is built on the concept of work and personal life balance and the concept of the conflict between work and life (family) that preceded it. Work-life balance theory tries to explain the ration of two spheres of life of an individual.

The work-life balance considers aspects of satisfaction with life and its spheres, as well as the subjective well-being of a person. Work-life bal-

ance is a broad concept and has various definitions in foreign literature. In most cases, scholars share the point of view about the addition of two spheres of life as the influence of one on the other (Stroo, Koltsova, 2012).

The very term “work-life balance” in its current understanding first appeared in 1986. But direct work-life programs existed as far back as the 1930s.

Carey L. Cooper and Susan Lewis, in *The Integration Between Work and Personal Life: Examples of Organizational Change*, point to an increase in research on the work and family roles ration since the 1960s. Most of the research focused on women and the stress they experienced at work and in family relationships. In psychology, the emergence of the concept of balance between personal life and work in the 1970s is associated with the description of the problems of mixing roles in women who want to have employment, earnings and who, at the same time, should not have abandoned their marital and maternal responsibilities (Mospan, 2014).

The history of the development of the definition of this social phenomenon includes the works of scholars, when the term was used as a form of inter-role conflict, in particular among women, whose spheres of life were under pressure and were incompatible. Later, the work-life ratio began to be understood in terms of the degree of satisfaction and involvement in work and family roles.

Scholars stress the importance of work and family responsibilities’ ration when studying the balance of work and personal life. Hill views work-life balance as the degree to which an individual can simultaneously balance the emotional, behavioral, and temporary needs of work and family life. Netemeyer defines balance as the absence of role conflict when job demands interfere with family responsibilities (Sarker et al., 2012: 144).

Duxbury, on the other hand, believed that work-life balance was based on a combination of family role-overload interventions to work and work-related role overload interventions into the family. In other words, a situation where a large amount of interference in one or another area of activity limits or hinders the performance of responsibilities in another area. In most cases, the balance of work and personal life should be considered directly under the balance, maintaining a general sense of harmony in life (Shobitha, Sudarsan, 2014).

The term “balance” itself, as suggested by Burke and Lewis, is a compromise between two areas, since work is not an integral part of life. In other cases – Crompton and Brockman, Lewis and

Cooper – indicate that balance is considered to be a harmonization of the two spheres. Together with this, the unification of two spheres can lead to the situation where the dominance of one sphere is possible (Abigail, Susan, 2009).

Sue K. Clark defines work-life balance as balanced functioning at work and at home, without role conflicts (Emislie, Hunt, 2009).

Parkes and Langford define work-family balance as a person's ability to fulfill their work and family responsibilities, including other non-work-related activities (Parkes, Langford, 2008). The work-life balance can be defined as balance on one hand, and as a conflict on the other.

Work-life balance is defined as the ability to perform other activities. It is important to take into account that the concept of personal life includes not only family functions and housework, but also leisure, hobbies, and other roles in various spheres of a person's life. Icahn and his colleagues have put forward the concept of balance in life, defining it as satisfactory fulfillment of requirements in three main areas of life: work, family and personal. Work requires labor time, labor intensity, labor pressure. Family requirements include people's roles (i.e. father, mother, etc.), family responsibilities (i.e. childcare, housework, etc.), caring for elderly family members, children. In turn, personal ones can include recreation, sports, or personal development programs (Delecta, 2011). It is necessary therefore to determine the spheres of life that need to be studied within the framework of the work-life balance concept.

As a global assessment of the adequacy of available resources to meet work and family responsibilities, the effectiveness of human participation in the work and family spheres of life, the balance between work and personal life is considered by Voydanoff. Likewise, Kirchmeyer argues about a balanced life, as the achievement of satisfaction in all areas of life, which requires personal resources: energy, time and commitment, which must be well distributed in all areas of human life. Paula J. Caproni also addresses the resource issue of using the language of "passion and spirituality" in the workplace, which fosters greater commitment, time and energy. With an increase in the cost of work, and the receipt of psychological and material reward, there is a need (incentive) to invest more resources in oneself and work. Time and energy are limited resources, which causes reduced satisfaction and stress at home, making the workplace more attractive, forming a kind of closed loop (Caproni, 2004). E.Yu. Rozhdest-

venskaya believes that the concept is a promising managerial and institutional tool that contributes to increasing the level of satisfaction with life and the quality of life in the long term.

It is important to keep in mind that WLB is a subjective phenomenon that differs from person to person. For different groups of people, the concept has its own meaning, which depends on the context of the conversation or the point of view of the individual. Today, work-life balance is not only used as the work/family ratio, but the broader definition includes the quality of life, flexible work hours and many other factors. Nancy R. Lockwood defines work-life balance as a state of balance, where the requirements for the workplace and personal life are equal.

Lockwood provided own classification of different definitions of work-life balance (Table 1) (Lockwood, 2003).

Table 1 – Classification of definitions of WLB

Definition type	The idea
Conflict between two aspects	The contradiction between work and family responsibilities
From the point of view of the employee	The dilemma of managing work and personal responsibilities
From an employer's point of view	The task of creating a favorable corporate culture to improve employee performance
As a family benefit	Ability to fulfill family and personal obligations, without the threat of job loss and non-performance of duties
As an employer program	Resolving work and personal responsibilities
As an organizational culture	The degree where the organization recognizes and respects family obligations by encouraging staff to work together to meet needs

Mendis and Weerakkody support the definition in the field of organizational culture and programs of the company, the employer. In their study of the impact of WLB on employee productivity, the authors note that work-life balance does not mean an equal balance, since they consider WLB to be an adjustment of the organizational work model, to be able to combine work with other responsibilities, such as caring for children or elderly relatives (Mendis, Weerakkody, 2017).

The perspectives of the concept are also studied considering external macro-factors. For example,

the problem of equality in labor markets, social responsibility of business, government assistance to families, individual responsibility (Rozhdetsvenskaya, 2019). Research and debate on WLB has been characterized by proposing strategies and methodologies for improving organizational performance, balance itself, and the role of balance as part of organizational strategy. Brad Harrington and Jamie J. Ladge argue that balancing the perspective should be more than just a part of the workforce, but a cultural change to transform the way we think about careers and jobs.

Gambles, Lewis, Rapoport, in their book “The Myth of Work-Life Balance: The Challenge of Our Time for Men, Women and Society”, examined seven countries with in-depth interviews, suggesting that the difficulties in combining work with other life spheres cannot be viewed as individual-personal, family, organizational or even national problems, since they already have a global character. All workers face the WLB problem, regardless of gender, age, profession, field of work, social status, etc. (Gambles, Lewis, Rapoport, 2006).

Work is a purposeful human activity, limited by the framework of free choice and right, consisting in the production of material or non-material values. Also, work can be understood as the result of the work performed, which as a result can be assessed.

The most powerful and persistent factor affecting the work-life ratio is the amount of time spent at work. Researchers focus on the processes of linking the structures of working time, professional space with family tasks and responsibilities, health status, educational activities, free time and consumption. Most of the work focuses on time, which is the main fundamental element. At the present time, there are many modes and models of employment, but often the concept of an 8-hour working day with a five-day working week is valid for most employed individuals. In the sociology of labor, time constraints are the center of the problem under consideration, directly the time budget is a classic sociological measuring instrument for the possibility of quantitative description.

Summarizing the above, it can be noted that in a broad sense, the work life balance should be understood as a combination of interactions between different spheres of an individual’s life, which, as a result, can affect both the organization and several levels of society. A narrow understanding of WLB only encompasses the amount of time an individual spends at work versus the amount of family time.

Materials and methods

Measuring work-life balance is still problematic (Greenhaus, Collins, Shaw 2003). Some researchers distinguish two types of measurement: subjective and objective, where satisfaction is attributed to the first, and health, career stage and the integrity of personal life to the second (Rozhdestvenskaya, 2011). In turn, some scholars are asking about the need to use objective indicators. They argue that in empiricism, balance is more easily determined by its absence, since usually people perceive their own state in the presence of a certain problem, in this case a conflict (imbalance).

Poelmans argues that the measurement of balance has 2 problems. The first is intercultural differences and interpersonal differences. The second problem concerns the fragmentation of research in the field of this topic; there is a need for large-scale research and a uniform, proven set of measures for comparison (Skoraya, 2019).

In turn, the international Organization for Economic Cooperation and Development actively measures the balance between work and personal life, which uses its own measurement method. The organization includes 37 countries. In developing “best policies for a better life,” the organization began ranking countries for the best work-life balance (OECD, 2019). Information for analysis at the OECD comes through official sources such as the United Nations Statistics Office and the National Statistics Office. Some information is derived from the Gallup World Poll, an organization that conducts public opinion polls in over 140 countries.

In the Republic of Kazakhstan, according to the data of 2019-2020 academic year, there are 433403 lecturers (5% of the employed population of the country). Lecturers play a great social significance in the state, as it has a direct impact on the formation of the future workforce. In addition to teaching, an important task of the lecturer is to educate the spiritual, moral, cultural and healthy youth – the engine and the future adult generation of the state. During the period of mass digitalization and the transition to a remote format of work, lecturers were one of the social groups that was greatly influenced by the pandemic. Distance, online learning has required a great deal of digital competence from lecturers, including the implementation of the usual work duties of teaching, thereby affecting the balance of work and personal life of lecturers.

Based on the goal of studying the work-life balance in the distance learning mode caused by the

COVID-19 pandemic, a quantitative assessment was made of the understanding of the time budget and the balance of work and personal life among lecturers of al-Farabi KazNU. There are total 3098 lecturers, excluding the Faculty of pre-higher education (college, specialized school) (faculty of al-Farabi KazNU, 2021). The sample totals 345 lecturers of the al-Farabi KazNU. The sample is random (every 8th person) and is based on the selection of lecturers from the faculty system (pps.kaznu.kz).

The analysis and processing of the obtained results were carried out using Microsoft Excel and SPSS Statistics programs.

Results and discussion

The main contingent of respondents are lecturers aged 31 to 40 years (39%) and from 41 to 50 years (26%). Most of the respondents are married (63%). 22% of the respondents are unmarried.

Questions “Do you have children?” and “Do you live with someone you care about?” aims to identify respondents who have dependents – a dependent social group, for example, children, the elderly, the disabled, etc. Having people to take care of greatly affects the structure of an individual’s entire time allocation.

The respondents’ pedagogical work experience ranges from 15 to 20 years (28%) and more than 20 years (22%). The above labor characteristics of the respondents make it possible to reveal the dependence of work experience and the presence of

WLB. Russian researchers have found that the career cycle, as well as the life cycle of a person and a family, has an impact on the ratio of work and life.

As for the financial situation of the respondents, most of the respondents (59%) have an average salary ranging from 170 thousand to 270 thousand tenge, which is confirmed by the data of the Bureau of National Statistics of the Republic of Kazakhstan. But despite the presence of an average level of earnings, respondents have financial obligations such as loan and mortgage.

Thus, the portrait of the respondent based on the averaged data obtained looks like this: A married woman of 31-40 years old with a master’s degree and with children or other people who need to be taken care of, working only in KazNU as a senior lecturer from 15 to 20 years old with an average income and a loan.

Analysis of remote (online) work.

The respondents spend more than 8 hours of daytime on work (57%). The minimum amount of time is 2 hours a day. 22% of lecturers are busy working within normal limits, in the amount of 6-8 hours a day. After the work, according to the lecturers’ estimates, the average amount of free time remains, but which is sufficient to complete the tasks planned before. Majority of respondents believe that there is little time left and they do not have time to complete some tasks.

But it is important to note that none of the respondents has an exceptionally large amount of free time to be completely free from work (Figure 1).

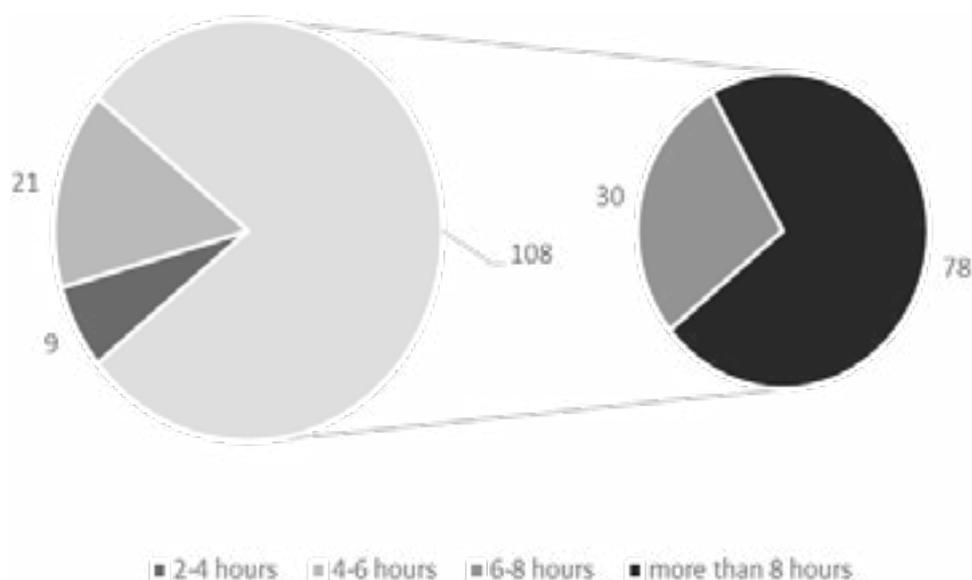


Figure 1 – Time spent by respondents

Depending on the number of functions performed, the ratio of work and personal life may vary. Therefore, it is important to identify the structure and number of functions of lecturers. The distribution of work functions is as follows (table 2):

Table 2 – Work functions of respondents

Function	%
Teaching	96
Grading	76
Advisor	39
Administrative	65
Organizational	52
Bureaucratic	50
Research	70
Creativity	26

In most cases, the lecturer performs their main functions of teaching and grading students assign-

ments. After that, they carry out work in the field of science and research, administrative functions, carrying out orders from higher management, as well as organizational and bureaucratic functions, participation in meetings, documentation for the management or for teaching process. At the same time, the share of respondents who considered that DL is flexible, tense and harmful is 54%, 50% and 37% of respondents, respectively. Fewer respondents considered DL as good, interesting and calm, while the most irrelevant characteristics were dangerous, fair and bad. Ranking of factors influencing the productivity of current DL made it possible to identify that the basis is, despite the flexible character of DL, the workplace in which the employee carries out their work duties. This can include the presence of an appropriate working infrastructure and working conditions – a separate physical place for work at home, a work desk, etc. Thus, an illustration of all the characteristics of working remotely, including the ranking of influencing factors, can be seen in Figure 2.

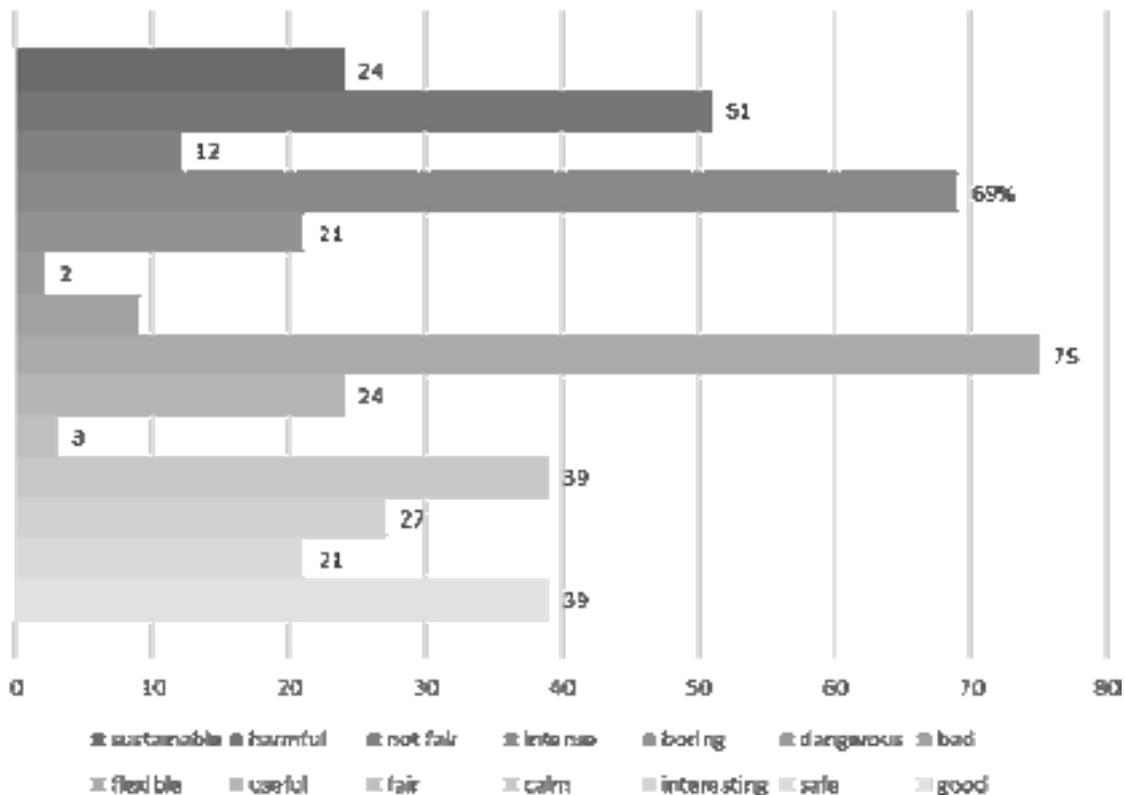


Figure 2 – Remote work characteristics and determinants of its productivity

The second factor of influence is the family and the environment in it, partners, children, other family members, their health, the presence or absence of conflicts with them, the psychological climate in the family, and more. On the 3rd place of the factor influence are digital technologies – the Internet connection, its speed and efficiency; convenience and inconvenience of digital technology (computer, laptop, smartphone); special programs for conducting work activities and teaching students. Mood, intrinsic motivation and stress least of all affect the process of distant learning for lecturers, which confirms the above statement about the absence of an emotional context in the implementation of work activities. In other words, it can be assumed that lecturers have high emotional intelligence, as they try not to consider individual and personal psychological factors. But it can also indicate that employees are forcing themselves to work and do not pay attention to personal well-being.

According to the results of the study, remote work violates the time boundaries of the relationship between work and personal life. This can be traced from the answers of the respondents who indicated that they had no cases when no one would have contacted them later than 20.00 pm and earlier than 08.00 am. As a result, 80% and 74% of respondents indicated that students and colleagues are the main troublemakers. In this case, the management also interferes, but only sometimes, according to the answers of 37% of the respondents. This may indicate that students and colleagues do not follow digital etiquette, while management violates it depending on the period of the academic year and the amount of work that characterizes the teaching activity.

The frequency of encountering cases of violation of time boundaries is 37% – often, 26% – sometimes, 22% – constantly and 15% rarely. At the same time, among lecturers there is an average level of cases of sleep disturbances. 33% of respondents indicated that DL sometimes disrupts their sleep, while 28% and 30% answered about rare cases and the absence of such cases in their practice. None of the lecturers constantly encounters such cases, which confirms the seasonal character of the lecturer's work.

The influence of remote work (positive or negative) was identified with the question "Do calls / messages at work distract you from your daily life?", The answer "yes, you have to be online all the time" to which 54% of the respondents answered. None of the respondents chose the answer about the existence of a strict regulation of working hours.

This may confirm that the private life of lecturers very rarely interferes with the work sphere, while the inverse effect of remote work on personal life is quite high. Thus, all lecturers agree that there is a violation of their personal boundaries by work. But 17.4% of respondents answered that calls and messages at work do not distract them, as they answer when they have free time. 4% of respondents did not experience the impact of remote work and accompanying calls, messages that would distract them from their daily life.

The penultimate and last question of the questionnaire had complex grading scales. In the first case, the question was to assess agreement or disagreement with positive and negative statements (6 to 6) about the impact of remote work on personal life, where the results reflected the following (Table 3).

The data obtained show that most of the respondents agree with the statements about the deterioration of physical well-being and physical activity – 61% (alternative was the disagreement of 70% of respondents with two statements about the improvement in physical activity and physical condition, as well as freeing up time for their improvement) as a result of the influence remote work.

Regarding the harmonious combination of personal, family and household affairs with remote work, the respondents' answers have conflicting data. The same answer applies to respondents' attitudes towards continued availability as a result of online work. Respondents agree with the statement that they have to constantly be online on the phone under the influence of remote work (67%). As a result of online work, there is a tendency that lecturers feel that they are working constantly, even on weekends, they have to constantly keep abreast of events and monitor organizational changes. The data is confirmed by the respondents' answers to the alternative statement "I clearly know the time of my work and try not to read the work chat on weekends" in the amount of 57% of respondents.

The controversial data also suggests judging the positive traits of remote work, allowing the flexibility to be online whenever and wherever, and the ability to keep abreast of changes. Most of the respondents both agree and disagree with the statements, which allows us to conclude that remote work is flexible, but still depends on external infrastructural conditions, which confirms the ranking by respondents of the determinants of the impact of DL on productivity.

Table 3 – Respondents' responses to positive and negative statements

Statement	Answer of respondents (%)		
	Agree	Yes and No	Do not agree
Thanks to online work, you can combine several household and personal errands	48	39	13
Online work frees up a lot of time to improve your physical condition (playing sports, walking, visiting doctors, etc.)	15	33	52
I have become more physically active with the transition to online work	6	24	70
Online work facilitates work process – you can be online anywhere, anytime	39	48	13
Distance learning helps to keep abreast of all changes	26	50	24
I clearly know the time of my work and try not to read the work chat on weekends	6	37	57
Frequent messaging makes me feel like I'm working all the time, even on weekends	67	20	13
Due to online work, I have to constantly monitor changes at work	61	33	6
As a result of distance education, I am on the phone all the time	65	26	9
Working online lowered my physical activity	61	33	6
Due to online work, my physical well-being has deteriorated (vision, posture, nutrition, etc.)	61	26	13
Online work does not allow you to combine several personal affairs at once	33	39	28

So, remote work of lecturers is characterized by positive and negative features. Complementing the portrait of the average teacher at al-Farabi KazNU, one can describe the following:

In the distance learning mode, lecturers quickly got used to changes in the format of teaching, students and colleagues often contact them outside of working hours, because of which they have to be constantly online, which sometimes even disrupts lecturers' sleep. As a result of remote work, physical activity, as well as the well-being of lecturers worsened, there was a feeling that they were working all the time, even on weekends, and were constantly on the phone.

According to the data obtained, lecturers assess their involvement in their life spheres positively (28% fully agree and 32% agree with the statement), while the attention paid to the spheres of life, on the contrary, is assessed positively in its absence. 52% of the lecturers surveyed believe that they do not pay attention to all areas of their life. With the correlation of the first two subscales (-0.22), it is possible to reveal the absence of a relationship between the answers of the respondents, due to the proximity to zero. This casts doubt on the assessment of the balance by the given alternative subscales.

Most of the answers on the interference subscale have a negative assessment, where 35% of respondents disagree with the statement that work interferes with life, and 30% completely disagree with the alternative statement "life interferes with

work" and 30% disagree. The relationship between the subscales is 0.42 – which also reflects the weak correlation between them. So, lecturers believe that neither personal life nor work is an obstacle to the normal functioning of another. 30% of respondents think about work problems even in their free time. At the same time, 26% of respondents took the borderline value of negative emotional transfer from work to personal life. So, it can be argued that direct decisions and tasks, thoughts about work are often transferred to the personal life of the studied teachers without emotional influence.

Conclusion

The choice of an individual in favor of a particular field of activity is due to the coincidence of a person's reproductive development with a favorable age for professional and career growth, as a result of which a person is required to be maximally involved in these areas at the same time. The generally accepted concept for determining the relationship between the two spheres of life is the theory of "work-life balance".

The work-life balance is defined as ration of work and personal life. Work-life balance leads to a positive, balanced and compensated life and results in an increased quality of life and satisfaction.

During the period of mass digitalization and the transition to a remote format of work, teachers were one of the social groups that were greatly influenced

by the pandemic. Distance learning, online learning has required a great deal of digital competence from lecturers, including carrying out the usual teaching duties.

As a result, lecturers' time balance is characterized by a positive work-life balance. Remote work of teachers has reduced the physical condition and physical activity of teachers and has an overall impact on traditional work. The WLB level depends on the number of work functions.

Despite the negative impact of distance work on the lecturers physical well-being, they have a balance between work and personal life, good involvement in changes in areas of life, but she often fails to pay due attention to them. Work and life for the lecturer are not hindrances or compensation for each other. Work is not a motivating factor in everyday life for a lecturer and transfers only objective tasks without emotional stress to their personal life, while personal life affects work only with positive experience and positive emotions.

The number of fulfilling functions of the lecturer influences their relationship between work and personal life, namely the balance or conflict between work and personal life. In turn, remote work itself changes the usual traditional work of a lecturer, in-

roducing into their daily life a violation of digital etiquette by their working environment.

The most important factor in finding a balance between work and personal life is not the mechanism for organizing working time itself, but rather the ability of workers to choose the mechanism that has the greatest impact on their work efficiency and on the productivity of enterprises, respectively.

In turn, for academics, work stress at universities around the world has increased over the past few decades and has important implications for academic staff and student performance. Despite its importance, there has been no scientific research in this area. Because lecturers influence the lives of many students and other faculty members, monitoring and managing stress at work in universities is extremely important. Even with employee assistance programs at universities, such as stress management and flexible working hours, the complex nature of stress continues to negatively impact scientists' health and work-life balance.

In this area, further research on work-life balance is required to better understand the relationship between these variables and to help universities on how to effectively improve academic work life in both traditional and distance settings.

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