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Factors Influencing Sustainable and Positive Organizational Behavior: the Example of Higher Education in Kazakhstan

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ABSTRACT

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, highlight the importance of resilience and sustainability in achieving goals such as good health and well-being (SDG 3), decent work and economic growth (SDG 8), responsible consumption and production (SDG 12), and climate action (SDG 13). Addressing these challenges and promoting a supportive work environment through interventions such as team-building events, recognition of employees' efforts, and providing opportunities for skills development can contribute to the resilience and sustainability of Kazakhstani organizations. This study aimed to explore resilience and sustainability in the workplace in higher education in Kazakhstan from the perspective of managing and academic staff. Interviews were conducted with ten respondents from different universities in Almaty city, Kazakhstan, to identify individual and organizational factors that contribute to resilience and sustainability in the workplace. The findings revealed that teamwork, working environment, work process, functioning, and leadership were critical organizational factors impacting resilience and sustainability. Academic staff emphasized the importance of corporate spirit, solidarity, and teambuilding while managing staff highlighted the need for a clear allocation of tasks and responsibilities. Challenges such as unequal task distribution and a shortage of competent specialists were identified, which can impede work progress and affect productivity. The study suggests that contextually relevant strategies and interventions should be developed to promote positive organizational behavior and overall progress toward sustainable development goals in Kazakhstan, taking into consideration the unique cultural, social, and economic factors that influence the workplace dynamics in the country.

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Тұрақты және оң ұйымдық мінез-құлыққа әсер ететін факторлар: Қазақстандағы жоғары білім беру мысалында

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ТҮЙІН

2015 жылы Біріккен Ұлттар Ұйымы қабылдаған Тұрақты даму мақсаттары (ТДМ) денсаулық пен әл-ауқат (SDG 3), лайықты еңбек және экономикалық өсу (SDG 8), жауаптылық сияқты мақсаттарға қол жеткізудегі тұрақтылық пен тұрақтылықтың маңыздылығын көрсетеді. тұтыну және өндіру (SDG 12) және климаттық әрекет (SDG 13). Осы қиындықтарды шешу және команда құру іс-шаралары, қызметкерлердің күш-жігерін мойындау және дағдыларды дамытуға мүмкіндіктер беру сияқты араласулар арқылы қолайлы жұмыс ортасын ілгерілету қазақстандық ұйымдардың тұрақтылығы мен тұрақтылығына ықпал ете алады. Бұл зерттеу басқарушы және академиялық персонал тұрғысынан Қазақстандағы жоғары оқу орындарындағы жұмыс орнындағы тұрақтылық пен тұрақтылықты зерттеуге бағытталған. Жұмыс орнындағы тұрақтылық пен тұрақтылыққа ықпал ететін жеке және ұйымдық факторларды анықтау үшін Қазақстан, Алматы қаласындағы әртүрлі университеттерден он респондентпен сұхбат жүргізілді. Нәтижелер топтық жұмыс, жұмыс ортасы, жұмыс процесі, жұмыс істеу және көшбасшылық тұрақтылық пен тұрақтылыққа әсер ететін маңызды ұйымдастырушылық факторлар екенін көрсетті. Академиялық қызметкерлер корпоративтік рухтың, ынтымақтың және команда құрудың маңыздылығын атап өтті, ал басқарушы қызметкерлер міндеттер мен жауапкершіліктерді нақты бөлу қажеттілігін атап өтті. Жұмыстың алға басуына кедергі келтіретін және өнімділікке әсер ететін тапсырмаларды тең емес бөлу және құзыретті мамандардың тапшылығы сияқты қиындықтар анықталды. Зерттеу елдегі жұмыс орнының динамикасына әсер ететін бірегей мәдени, әлеуметтік және экономикалық факторларды ескере отырып, Қазақстандағы тұрақты даму мақсаттарына қарай оң ұйымдық мінез-құлықты және жалпы ілгерілеуді ілгерілету үшін контекстке сәйкес келетін стратегиялар мен араласуларды әзірлеуді ұсынады.

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Факторы, влияющие на устойчивое и позитивное организационное поведение: на примере высшего образования Казахстана

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АННОТАЦИЯ

Цели в области устойчивого развития (ЦУР), принятые Организацией Объединенных Наций в 2015 году, подчеркивают важность устойчивости и устойчивости для достижения таких целей, как хорошее здоровье и благополучие (ЦУР 3), достойная работа и экономический рост (ЦУР 8), ответственное потребление и производство (ЦУР 12) и меры по борьбе с изменением климата (ЦУР 13). Решение этих проблем и создание благоприятной рабочей среды посредством мероприятий, таких как мероприятия по сплочению коллектива, признание усилий сотрудников и предоставление возможностей для развития навыков, может способствовать устойчивости и устойчивости казахстанских организаций. Это исследование было направлено на изучение устойчивости и устойчивости на рабочем месте в системе высшего образования в Казахстане с точки зрения управленческого и академического персонала. Были проведены интервью с десятью респондентами из разных университетов города Алматы, Казахстан, для выявления индивидуальных и организационных факторов, способствующих устойчивости и устойчивости на рабочем месте. Выводы показали, что работа в команде, рабочая среда, рабочий процесс, функционирование и лидерство являются критическими организационными факторами, влияющими на устойчивость. Преподаватели подчеркивали важность корпоративного духа, солидарности и командной работы, а руководство подчеркивало необходимость четкого распределения задач и ответственности. Были выявлены такие проблемы, как неравномерное распределение задач и нехватка компетентных специалистов, что может препятствовать прогрессу в работе и влиять на производительность. В исследовании предлагается разработать контекстно-зависимые стратегии и мероприятия для поощрения позитивного организационного поведения и общего прогресса в достижении целей устойчивого развития в Казахстане с учетом уникальных культурных, социальных и экономических факторов, влияющих на динамику рабочих мест в стране.

КЛЮЧЕВЫЕ СЛОВА: эластичность, устойчивость, стратегия развития, рабочее место, высшее образование, Казахстан, бизнес, практика, организационные факторы, индивидуальные факторы, цели устойчивого развития

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Introduction

Resilience and sustainability in positive organizational behavior align with several Sustainable Development Goals (SDGs). The SDGs are a set of 17 global goals adopted by the United Nations in 2015 to address various social, economic, and environmental challenges and to promote sustainable development worldwide. Resilience and sustainability at the workplace are among the focus of the following goals: SDG 3 (Good Health and Well-being), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action), among others. By promoting resilience and sustainability in the workplace, organizations in Kazakhstan can contribute to achieving set goals by fostering healthy and engaged employees, creating decent work opportunities, adopting responsible consumption and production practices, and mitigating the impact of climate change (Tsalis et al., 2020).

Resilience and Sustainability are critical concepts that have gained increasing attention in the field of Positive Organizational Behavior, particularly in the workplace context. As organizations face various challenges and complexities, such as globalization, technological advancements, and social and environmental concerns, understanding how resilience and sustainability can affect positive organizational behavior becomes imperative (Lim et al., 2020). Resilience refers to the capacity of individuals or organizations to bounce back, adapt, and thrive in the face of adversity. At the same time, sustainability encompasses practices that promote environmental, social, and economic well-being for present and future generations. Positive organizational behavior emphasizes the promotion of well-being, engagement, and performance in the workplace and is linked to various positive outcomes, including increased job satisfaction, organizational commitment, and productivity.

Research on resilience and sustainability in positive organizational behaviour at the workplace has been conducted in different countries, providing valuable insights into how these concepts are understood and practiced across diverse cultural contexts (Lewis et al., 2021). As a rapidly developing country in Central Asia, Kazakhstan faces unique challenges and opportunities in its organizational settings. Understanding the role of resilience and sustainability in positive organizational behavior is crucial for organizations in Kazakhstan to effectively navigate these challenges and capitalize on opportunities for sustainable growth and development, aligning with the United Nations' Sustainable Development Goals (SDGs).

In Kazakhstan, resilience is positively associated with employee well-being and job satisfaction, which aligns with SDG 3. Sustainability practices, such as environmental conservation and social responsibility, were linked to positive organizational behavior and performance, aligning with SDG 12 and SDG 13. Moreover, organizations in Kazakhstan can promote resilience and sustainability in positive organizational behavior to contribute towards achieving the SDGs (Cheng et al., 2021; Kim et al., 2021).

Therefore, it is essential to review the existing literature on resilience and sustainability in positive organizational behavior at the workplace, specifically focusing on Kazakhstan, to understand better the current state of knowledge, methodologies employed, factors and indicators examined, and key findings in this unique cultural context. This paper aims to fill this gap by providing an overview of the scientific works investigating resilience and sustainability in positive organizational behavior at the workplace in Kazakhstan and highlighting the significance of this research for the Kazakhstani organizational context. By examining the experiences of resilience and sustainability in positive organizational behavior in Kazakhstan, this review aims to contribute to the body of knowledge on positive organizational behavior, resilience, and sustainability while also providing practical implications for organizations in Kazakhstan to promote well-being, engagement, and sustainable practices in the workplace.

However, there is a need to explore further and understand the unique cultural, social, and economic factors that may influence resilience and sustainability in positive organizational behavior in Kazakhstan's workplace. This knowledge can inform the development of contextually relevant strategies and interventions to promote resilience and sustainability in Kazakhstani organizations and contribute to the country's overall progress towards sustainable development goals.

The primary purpose of this paper is to explore resilience in the workplace in higher education from the perspective of managing and academic staff. In particular, to compare the difference in understanding of the importance of individual and organizational factors.

Literature review

Resilience is a critical construct within positive organizational behavior, encompassing the ability to adapt positively to adversity or stress. It is a dynamic process that involves positive adaptation, allowing organizations to recover and thrive despite fac

ing severe challenges, such as crises or stressors in the workplace. Scholars have defined resilience as the ability to recover from crises and change goals and behaviors to cope with environmental changes, emphasizing the adaptive principles underlying the recovery trajectory (Vogus & Sutcliffe, 2011). Others have explored how organizations can maintain a successful revolution and identified key proactive and transformational sustainability factors that enable people to continuously develop resources (Nilakant et al., 2016).

The first element of sustainability, as a concept, is experiencing adversity, which can manifest in various forms, including isolated and high-intensity circumstances such as crises or less intense but recurring or prolonged circumstances like work stress. Adversity at work poses both a challenge and a threat to the performance and well-being of the organization, potentially impacting its ability to operate effectively. The second defining element of sustainability is positive adaptation, which involves returning to or surpassing a stable well-being or performance. This element highlights the dynamic and proactive nature of resilience, where organizations strive to not only recover from adversity but also to thrive and achieve higher levels of performance and well-being.

Research on resilience and sustainability within organizations has shown that these constructs are crucial for organizational success in the face of challenges. Organizations that demonstrate resilience and positive adaptation are more likely to overcome adversity, maintain performance levels, and achieve sustainable outcomes. Resilience and sustainability are also linked to employee well-being, job satisfaction, and overall organizational effectiveness. Workplace resilience is a multi-faceted and multi-layered construct, characterized as a protective factor that develops from a set of personal qualities enabling individuals to regain a state of well-being after exposure to adversity (Bonanno, 2008; Southwick et al., 2014), a dynamic cognitive-emotional process of using personal, social, and environmental resources to adapt to chronic and acute stressors (Fletcher & Sarkar, 2013), and the ability to actively develop resources as preparedness factors to withstand and even thrive in the face of adversity effectively (Vanhove et al., 2016). This literature review examines the concept of resilience and sustainability in the context of positive organizational behavior, focusing on the individual and organizational factors that contribute to their development and maintenance.

Resilience is often described as a protective factor that enables individuals and organizations to recover from adversity and adapt to changing circumstances. It is a dynamic cognitive-emotional process that involves using personal, social, and environmental resources to effectively cope with chronic and acute stressors (Teo et al., 2017). Resilience also entails developing resources as readiness factors for effective opposition and even prosperity in adversity. Individual factors such as personal traits, values, attitudes, and cultural orientations contribute to the development of resilience, enabling individuals to bounce back and maintain well-being after exposure to adversity (Duarte et al., 2017). Resilience has also been found to be positively correlated with employee engagement, job satisfaction, and organizational commitment while negatively correlated with turnover intentions and burnout (Zhang et al., 2020).

Sustainability in the context of positive organizational behavior involves two main elements. Firstly, it encompasses experiencing adversity at work, which may be crises or recurring and prolonged circumstances of work stress. These adversities create challenges and threats to the performance and well-being of the organization, necessitating effective coping and adaptation strategies. Secondly, sustainability entails achieving positive adaptation, where the organization can return to a state of stability in terms of performance or well-being or even exceed it. This involves organizational factors such as the continuity, rhythm, and proportionality of production or labor processes, as well as the level of organization of production and management and the maintenance of jobs. Sustainable organizations prioritizing positive adaptation and well-being are more likely to attract and retain talent, maintain competitive advantage, and achieve long-term success (Mercader et al., 2021).

Resilience and sustainability are crucial constructs in the field of positive organizational behavior, emphasizing the ability to adapt and thrive in the face of adversity. Individual and organizational factors play significant roles in developing and maintaining resilience and sustainability, with personal traits, cognitive-emotional processes, and organizational characteristics all contributing to positive outcomes. Further research and interventions focusing on enhancing organizational resilience and sustainability can have important implications for improving performance (Hillmann & Guenther., 2021).

Sustainability is a critical aspect to consider in the workplace, even during crises. In times of crises, such as natural disasters or pandemics, it is crucial to prioritize employee well-being. This includes providing necessary support, such as mental health resources, flexible work arrangements, and safety measures to ensure their physical well-being. When

employees feel supported and cared for, it contributes to their overall sustainability and resilience in navigating the crisis.

Minimizing the environmental impact is another important consideration during crises, which may require additional resources or changes in operations. However, it is essential to minimize the negative impact on the environment, such as implementing measures to conserve energy and water, reduce waste, and minimize emissions can be beneficial. Additionally, ensuring proper waste management and disposal in an environmentally responsible manner is essential during crises.

Communicating sustainability measures is also crucial during crises. Communicating the sustainability measures being implemented during the crisis to employees, stakeholders, and customers helps create awareness and fosters a culture of sustainability. Sharing information about changes in operations, resource management, or environmental conservation efforts and encouraging employees to contribute ideas and suggestions can promote sustainability values (Jun & Kim, 2021).

Promoting resilience and adaptability is an essential aspect of sustainability during crises. Encouraging employees to find innovative solutions and adopt sustainable practices to address challenges can contribute to sustainability efforts. This may include exploring alternative supply chains, using renewable energy sources, or developing strategies for remote work to reduce commuting.

Collaborating with stakeholders is another critical consideration in promoting sustainability during crises. Crises often require collaborative efforts among various stakeholders, including employees, suppliers, customers, and the local community. Fostering partnerships and collaborations to address the crisis and identify sustainable solutions jointly can create a positive impact and build stronger relationships based on sustainability values (Huq et al., 2016; Kansheba et al., 2023).

Finally, planning for future crises is an essential aspect of sustainability in the workplace. Using the experience gained during a crisis to identify areas for improvement and update sustainability plans accordingly is crucial. This may include revising emergency response plans, enhancing business continuity strategies, and integrating sustainability into risk management practices.

Sustainability should not be overlooked in the workplace, even during crises. Prioritizing employee well-being, minimizing environmental impact, communicating sustainability measures, promoting resilience and adaptability, collaborating with stakeholders, and planning for future crises are all important aspects of integrating sustainability into the workplace during crises. By doing so, organizations can contribute to a more sustainable workplace and a better future.

Overall, the literature suggests that resilience is a critical factor in enabling organizations to navigate and overcome adversity effectively, and sustainability involves not only bouncing back but also proactively adapting and thriving in the face of challenges. These concepts are critical for organizations to maintain performance and well-being, especially in severe crises or work stressors. Moreover, it was revealed that few studies were focused on the personal perception of employees on the organizational and individual factors contributing to the resilience and sustainability of crisis or stress situations at the workplace.

Methodology

The first goal of current research is to identify the research methodology from the personal perspectives of workers in higher education, as well as individual and organizational factors. In Table 1, scientific works that have investigated the topics of resilience and sustainability in positive organizational behavior in higher education are presented.

Table 1 - List of works on resilience and sustainability in positive organizational behavior in higher education

No	Authors	Methodology	Purpose of the study
1	Pipe et al. (2011).	Experiment and survey. Two focus groups (managing staff and secondary positions)	The impact of stress at work on the quality of job performance among medical staff
2	Van Breda (2011)	Literature review	The purpose of the study is to address the gap in understanding the resilience of workplaces, particularly in its impact on companies: – including a historical overview of resilience theory, highlighting its evolution from an intrapsychic concept to a systems concept; – proposes and discusses an initial conceptual model of a resilient workplace, drawing on family resilience theory, and suggests implications for practice and further research.
3	Bardoel et al. (2014)	Literature review	The purpose of the study is to explore the relationship between human resource management (HRM) practices and employee resilience, particularly in the context of organizations responding to uncertainties: to demonstrate that resilience can be developed through a variety of HR practices beyond just training interventions; to establish the relevance and significance of resilience in HRM by examining the role of environmental uncertainty in the relationships between HRM practices and employee and organizational outcomes; to provide implications for future research and practice in this emerging topic within HRM.
4	Dima et al. (2021)	Mixed methods (survey, quantitative data analysis with SPSS software)	This work aims to explore the impact of COVID-19-caused changes on the resilience and sustainability of employees in the workplace in crises.
5	Finstad et al. (2021)	The literature review search used multiple databases and included 46 articles in their synthesis.	This work aims to investigate the positive aspects developed due to COVID-19. The study is focused on the constructs of resilience and coping strategies in challenging contexts.
Note: compiled by authors			

One of the critical areas of focus in these studies is the examination of factors and indicators related to resilience, well-being, work engagement, burnout, leadership, and sustainability behaviors. The studies primarily employed qualitative methods such as surveys and interviews to investigate the impact of resilience on work engagement among faculty members in a higher education institution. There were employed qualitative methods to explore the role of leadership in promoting sustainability behaviors among university administrators.

Furthermore, the methodologies used in these studies vary regarding data collection techniques, including surveys, interviews, focus groups, and document analysis. For example, in a longitudinal study, Pipe et al. (2011) utilized surveys to measure the relationship between resilience and well-being among academic staff.

Based on contemporary HRM scholarship, it is argued that a set of HRM practices is necessary to enhance employee resilience, drawing on psychological capital as a resource. Resilience-enhancing HRM practices include the development of social supports at work, work-life balance practices, employee assistance programs, resilience training, flexible work arrangements, reward and benefits systems, occupational health and safety systems, risk and crisis management systems, and diversity management (Van Breda, 2011)

The studies discuss the mainstream concept of

resilience in social work theory and practice, focusing on its application to individuals and families but noting a lack of application to the workplace. The authors propose a provisional model of workplace resilience. The studies include two main factors mediating between a stressor and an outcome: risk factors and protective factors. Risk factors increase the likelihood of disruption or breakdown of the system, while protective factors increase the possibility of recovery or adaptation. The concept of "pile-up" is proposed as the central risk factor in workplace resilience, which includes external stressors (events or processes outside the organization), internal stressors (characteristic of the organization itself), and employee stressors (related to individuals and their families in the workplace). Protective factors in workplace resilience are identified as supportive networks, problem-solving, appraisal, and harmony, which are characteristics and processes located at the organizational level and can be changed to increase workplace resilience, according to family resilience theory.

The analysis of existing studies showed that there are two main groups of factors: individual and organizational. However, different contexts affect the composition of factors. Therefore, the current study goal is to identify individual and organizational factors in Kazakhstan. Accordingly, there were developed two interview questions:

What individual factors, in your opinion, contribute to resistance to adversity (crises, stress)?

What organizational factors, in your opinion, contribute to resistance to adversity (crises, stress)?

The respondents were informed before the research questions and that anonymity will be kept. The invitation to participate in the interview was sent to 16 academic staff members of different universities in Almaty city. Ten respondents agreed to participate in the interview. All meetings were conducted individually, as during the interview process, respondents shared private information. For clarity of the research, the interviews were conducted individually.

After the interview phase, the next phase of the study will be an analysis of the dynamics of the unemployment rate among the population, especially among young people aged 18 to 28, from 2011 to 2022. The study will examine general employment trends and employment in the education sector.

Results and analysis

The research analysis of the interviews is divided into three parts. The first part gives information on factors identified during the interview that affect the resilience and sustainability of crises among managing and academic staff in higher educational institutions. In the second part, a comparison of organizational factors identified by managing and academic staff is conducted. The third part compares individual factors identified by managing and academic staff.

The first part. According to the analysis of the interview provided among managing and academic staff, six main groups were identified: teamwork, working environment, work process, functioning, and leader.

Figure 1 provides the structure of organizational factors highlighted by academic staff.
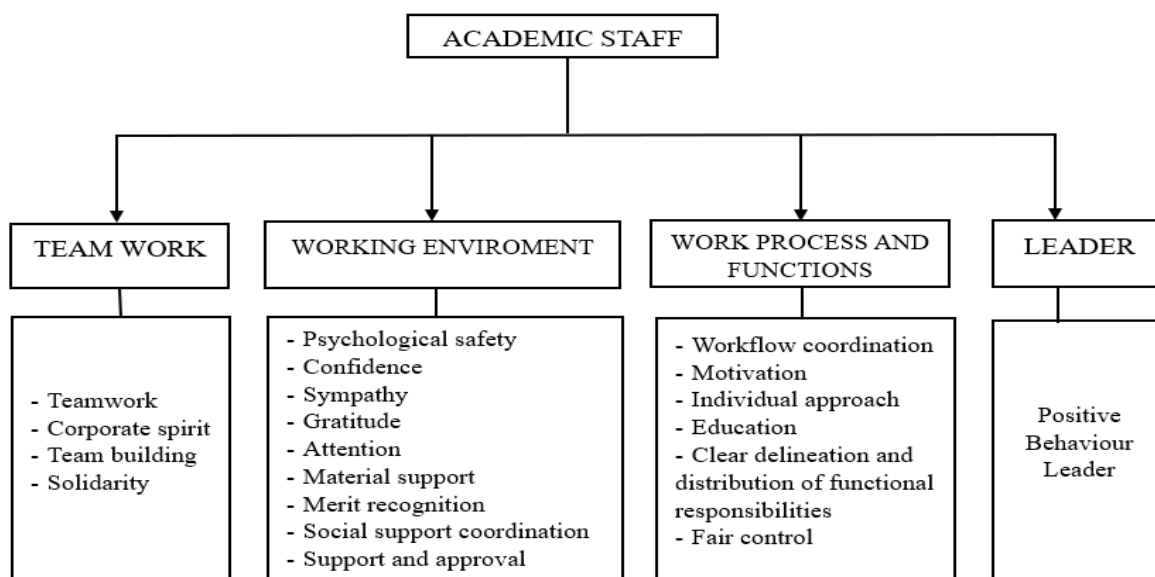
Figure 1 - Organizational factors highlighted by academic staff

Note: compiled by authors

In the academic discourse, it has been observed that the structure of organizational factors, as identified by academic staff, differs from that of managing staff. Interview findings indicate that teamwork is crucial to organizational dynamics, characterized by group work and a sense of corporate spirit. Furthermore, The authors identified additional factors, such as solidarity and team building, during the interviews. Academic staff emphasized that leadership should prioritize providing more team-building events to improve organizational teamwork. This is justified by the notion that such events foster trust and solidarity among workers.

The working environment is recognized as a critical factor that significantly affects the overall performance of employees. It is contingent upon various other factors, including the work process, functions, and leadership. Notably, the coordination of the work process was described as having an unequal distribution of tasks, resulting in a lack of recognition or appreciation from leaders. As such, all academic staff unanimously agreed that a supportive working environment is imperative in higher education settings. Another area for improvement in the coordination and organization of the work process is the existence of duplicate positions, which can lead to confusion and impede the overall progress of work. This is often exacerbated by conflicts in task fulfillment and reliance on one another, resulting in incomplete objectives.

Furthermore, the need for more competent specialists was also identified as hindering effective coordination in the working environment. Respondents also stated that an individual approach would have a much better impact on productivity and a clear delineation of tasks and assignments. Stress conditions, in particular COVID-19, showed that additional training is needed to improve skills in using digital tools.

Based on the above, the working environment suffers and becomes psychologically unsafe. Additionally, lack of support or merit recognition breaks the confidence of workers. Therefore, social and material support and supervision of employees are essential for developing and creating a safe and productive environment.

The role of leadership, particularly the attitude of leaders, was also highlighted as a significant factor. Respondents emphasized that leaders should exhibit a more positive, sympathetic, and supportive demeanour to foster a conducive working environment.

Figure 2 provides the structure of organizational factors highlighted by managing staff.
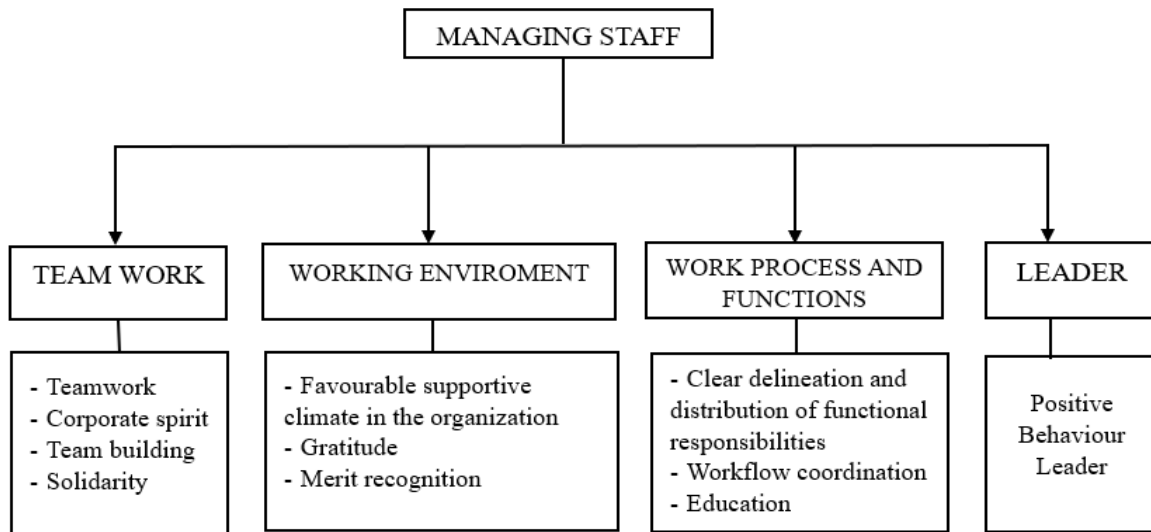
Figure 2 - Organizational factors highlighted by managing staff

Note: compiled by authors

Individual factors and their composition identified by the managing staff are similar to academic staff. However, there are differences. First, managing staff highlights that the work process and functions factor group is focused on the transparent allocation of tasks, responsibilities, and duties, contributing to a positive and productive workflow. Regarding personal qualities, the list of managing staff is relatively shorter than that of academics. They include teamwork, corporate spirit, team building, and solidarity. According to the managing staff, these factors affect the working environment, which should be supportive and provide more incentives to workers to raise their spirits and motivate them. Mainly, this is attributed to the functions of a leader of an entity.

According to the findings from interviews with academic and managing staff, differences were observed in the perception of organizational factors. Teamwork was identified as a crucial component of organizational dynamics by both groups, with academic staff emphasizing the importance of group work and a sense of corporate spirit. In contrast, managing staff highlighted the need for transparent allocation of tasks and responsibilities in the work process (Taylor et al., 2023). Both groups identified solidarity, team building, and corporate spirit as essential factors, indicating the significance of a cohesive and collaborative work environment.

Moreover, the working environment was recognized as critical in influencing the overall performance of employees. Issues such as unequal distribution of tasks, duplicate positions, and shortage of competent specialists were identified as challenges that can impede work progress and affect productivity (Paais & Pattiruhu, 2020). Academic staff unanimously agreed that a supportive working environment is imperative in higher education settings, emphasizing the need for a positive and conducive atmosphere.

The role of leadership, particularly their attitude, was highlighted as a significant factor in creating a favorable working environment. Respondents from both groups emphasized the importance of leaders exhibiting a positive, sympathetic, and supportive demeanor to foster a collaborative and motivated workforce (Anwer et al., 2022). Academic staff specifically recommended prioritizing team-building events to improve teamwork and foster trust and solidarity among workers (Luo et al., 2023).

The findings from the interviews with academic and managing staff highlight the significance of organizational factors such as teamwork, solidarity, team building, and a supportive working environment in the academic discourse. These factors can significantly affect employees' overall performance and the work process's effectiveness. Additionally, leadership attitude was emphasized as a critical factor in creating a conducive working environment. The insights gained from this study can inform organizational practices and leadership approaches

aimed at improving organizational dynamics in academic settings.

Table 3 provides the structure of individual factors highlighted by academic and managing staff.

Table 2 - Individual factors highlighted by academic and managing staff

№	MANAGING STAFF		ACADEMIC STAFF	
	Factors	Meaning	Factors	Meaning
1	Character traits	- responsibility; - common sense; - responsibility for other people;	Character traits	- responsibility; - strength of character; - diligence; - perseverance; - self esteem; - ambition; - compromise; - tolerance; - resourcefulness
2	Professional attitude	- commitment to profession and work; - dedication	Professional attitude	- commitment to profession and work
3	Personal attitude	- sense of duty; - critical thinking	Personal attitude	- sense of duty; - critical thinking; - have to be patient; - gather your thoughts; - set a goal and go towards them
4	Skills and competence	- skills and competences; - talent/gift	Skills and competence	- skills and competences; - talent/gift; - professional qualities; - skills and knowledge; - ability to adapt to some new working conditions
5	Family education	- an important role is played by upbringing from the family, how parents invest in you, how they guide you	Family education	- family education instilled from childhood;
6			Public image	- professional; - public image.
Note: compiled by authors				

Managing and academic staff also observed differences in the perception of organizational factors. Five general factor groups were identified: character traits, professional attitude, personal attitude, skills and competence, and family education. Academic staff highlighted public image as a separate factor group that affects character traits on the level of professional commitment. Overall, all factor groups highlighted by academic staff include more subfactors. However, the differences lie in the structure of the factors. Managing staff includes two main factors in character traits. The results show that managing staff first puts responsibility for other people and common sense among character traits. Academic staff identified several character traits such as self-discipline, diligence, compromise, etc.

The findings of this study highlight differences in the perception of organizational factors between managing and academic staff. These differences were observed in the identified general factor groups, which include character traits, professional attitude, personal attitude, skills and competence, and family education. Academic staff identified a separate factor group related to public image, which impacted character traits and professional commitment.

Furthermore, it is noteworthy that academic staff identified more subfactors within the factor groups, indicating a more nuanced perception of organizational factors compared to managing staff.

This finding aligns with the studies conducted by Brown et al. (2018), which suggest that academic staff may have a more complex understanding of the multifaceted nature of organizational factors due to their role in higher education institutions.

Additionally, it is interesting that both managing and academic staff mentioned family education as influencing their perception of organizational factors. The results also supported the idea that family education provides basic skills valuable in the profession, the study process, or socialization in general. Interestingly, further education in secondary or higher education does not contribute to developing necessary professional skills and talents among students. This prevents further development skills and character traits needed to establish productive work cooperation. This emphasizes and explains the significant role of family education in shaping the perception of organizational factors among managing and academic staff and underscores the need for further investigation in this area. Next, this explains the need to provide training and teambuilding events for the team. Consequently, this affects the employ-

ment rate among the younger generation, as they have a low level of individual factors, which stand out as the fundamental perception of employers.

Organizational and individual factors, including character traits or skills and family education, can significantly impact employment rates and unemployment. Organizations with favorable job opportunities, transparent hiring practices, and a positive work environment can increase employment rates. Meanwhile, individuals with higher levels of education, relevant skills, work experience, and positive character traits are more likely to be employable, resulting in higher employment rates. Additionally, family education can impact an individual's access to education, social and cultural capital, and economic stability, all of which can influence employment outcomes. Considering these factors when examining employment and unemployment dynamics in a given context is essential.

Figure 4 shows showed number of the unemployed population overall in Kazakhstan and the share of unemployed youth in the period 2011-2022.
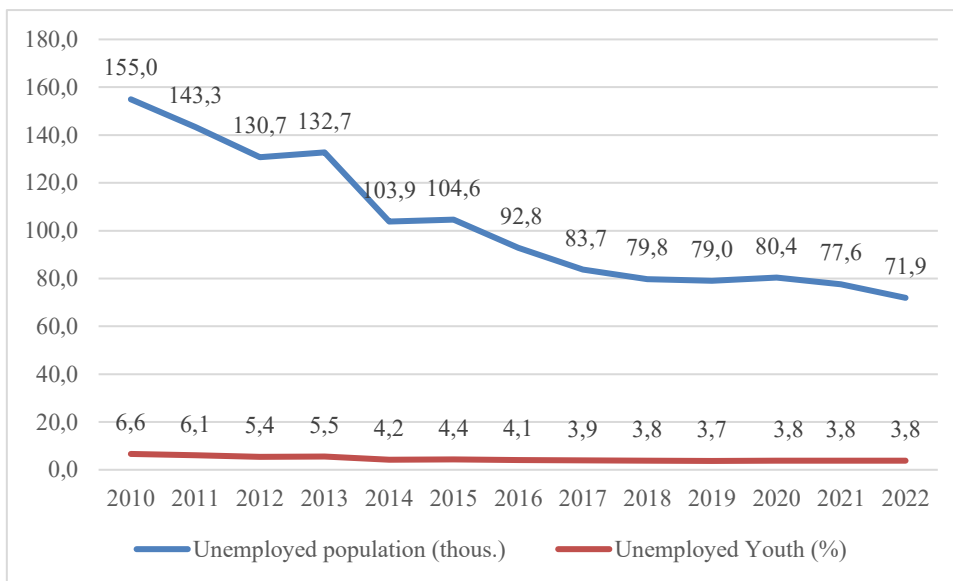
Figure 4 - Number of unemployed population and share of unemployed youth, 2011-2022

Note: compiled by authors based on the source Bureau of National Statistics (2022)

According to the data, the number of unemployed individuals in 2010 was 155 thousand people. However, this number sharply decreased to 103.9 thousand people in 2014, gradually decreasing until the end of the period. The unemployment rate in the country decreased significantly, almost

two times, and reached a low point of 71.9 thousand of the unemployed population overall, as well as the unemployment rate among youth (aged 18-28).

Furthermore, the youth unemployment rate figures also showed a notable decrease. In 2010, the youth unemployment rate was 6.6%. After

COVID-19, the unemployment rate among youth increased insignificantly by 1% and reached 3,8%. This represents a nearly two-fold reduction in the youth unemployment rate over the analyzed period. This indicates a significant and sustained reduction in unemployment over the years.

This trend of declining unemployment and youth unemployment rates could have several implications. It could suggest an improving economy and labor market conditions, increasing job opportunities for the general population and the youth. It could also indicate the effectiveness of policies and programs to reduce unemployment, particularly among young people.

In Figure 5, there is several employed youth (aged 18-28) overall in the Republic of Kazakhstan, particularly in education (including secondary and higher education).

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Overall	2 180,4	2 222,1	2 298,9	2 259,6	2 341,1	2 275,3	2 182,7	2 057,3	2 007,9	2 045,9	2 019,4	1 985,8	1 813,8
In Education	173,4	188,5	192,7	183,9	233,3	229,8	238,0	223,5	222,6	235,0	227,7	232,1	209,7

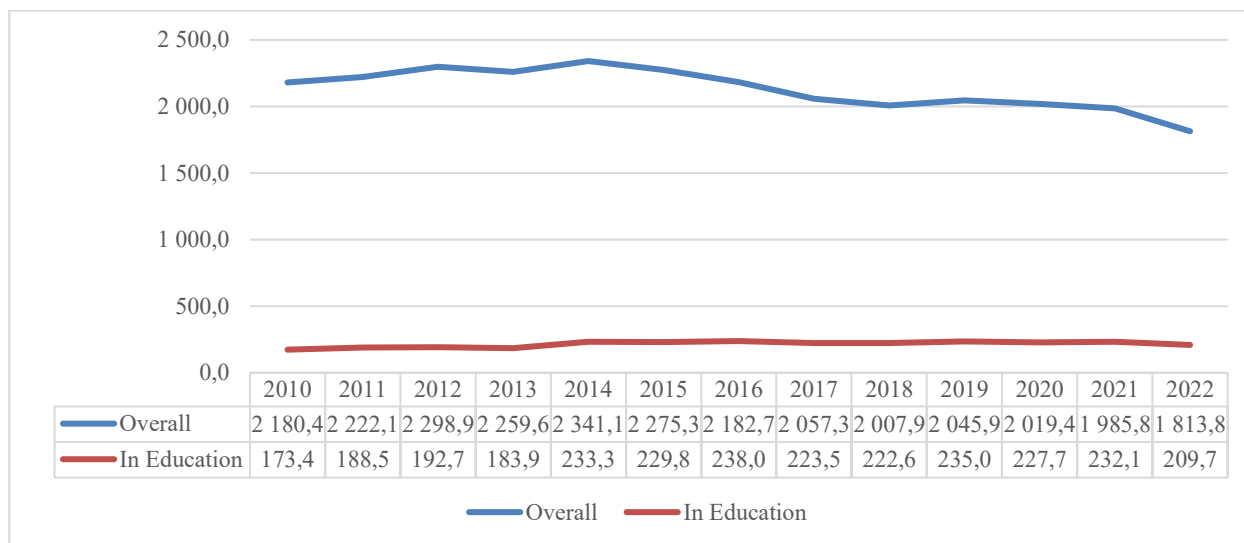**Figure 5** - Number of employed youth (aged 18-28)

Note: compiled by authors based on the source Bureau of National Statistics (2022)

In Kazakhstan, the overall employment rate gradually declined over the period, with the number of employed individuals decreasing from 2180 thousand in 2010 to 1813 thousand in 2022. Notably, there was a slight increase in the number of employed individuals in 2019, compared to 2007 thousand in 2018. However, following the outbreak of the COVID-19 pandemic, the number of employed individuals began to decline gradually, reaching 1813 thousand in 2022.

In contrast, the field of education witnessed a gradual increase in employment throughout the period, with the number of employed individuals rising from 173.4 thousand in 2010 to 235 thousand in 2019, with minor fluctuations. However, similar to other sectors, the employment dynamics in education were also impacted by the COVID-19 pandemic, resulting in a decrease in employment among youth in 2022, with the number of employed individuals declining to 209.7 thousand.

Identified factors during the interviews can influence an individual's ability to secure and maintain employment.

Organizational factors: Organizational factors refer to the characteristics and practices of the organizations or companies where individuals seek employment. These factors can include the size of the organization, its industry, culture, policies, and practices. Organizational factors can impact employment rates and unemployment in several ways, including:

Job opportunities: Organizations with growth prospects, high demand for labor, and favorable economic conditions are more likely to offer employment opportunities, resulting in higher employment rates.

Labor market conditions: The overall economic condition of the labor market, including factors such as demand for labor, labor laws, and regulations, can impact the availability of jobs and, consequently, employment rates.

Organizations with fair and transparent hiring practices that emphasize merit, skills, and qualifications can result in better employment outcomes for individuals, as they are more likely to be selected based on their abilities rather than other factors, such as nepotism or favoritism.

Individual factors refer to the personal characteristics, skills, and attributes that individuals bring to the job market. These factors can significantly affect an individual's employability and, consequently, employment rates and unemployment. Some examples of individual factors that can affect employment outcomes include:

Education and skills: Individuals with higher levels of education and relevant skills are often more employable and may have access to better job opportunities, resulting in higher employment rates. On the other hand, individuals with limited education and skills may face challenges in finding employment, leading to higher unemployment rates.

Relevant work experience can be a significant factor in securing employment. Employers often prefer individuals with relevant work experience, as they bring valuable skills and knowledge to the job, resulting in higher employment rates.

Character traits and skills: Personal characteristics, such as motivation, adaptability, resilience, and interpersonal skills, can affect an individual's employability. Employers often value individuals with positive character traits and skills, as they are seen as more likely to succeed in the workplace, leading to higher employment rates.

Social and cultural capital: Family education can also affect an individual's social and cultural capital, including networks, connections, and social skills, which can play a role in securing employment opportunities.

Economic stability: Families with higher levels of education are more likely to have better economic stability, including financial resources and support, which can influence an individual's ability to find employment and reduce the risk of unemployment.

The results of this study highlight differences in the perception of organizational factors between managing and academic staff, with academic staff demonstrating a more nuanced understanding of these factors. The findings are consistent with previous research by Bardoel et al. (2014), Duarte et al. (2017), and Dima et al. (2021), which collectively contribute to our understanding of how organizational factors are perceived and influenced by various factors in different professional contexts. Further research is warranted to delve deeper into the complexities of this topic and inform organizational policies and practices accordingly. These studies emphasize the significance of resilience, positive organizational behaviors, and sustainability in Kazakhstan's higher education context. Using quantitative and qualitative methods provides a comprehensive understanding of these topics, shedding light on the associations, behaviors, and practices that may contribute to positive outcomes in the workplace. These findings have implications for policy-makers, educators, and administrators in higher education institutions in Kazakhstan, as they provide evidence-based insights for fostering resilience, positive organizational behaviors, and sustainability in the higher education setting.

The interview findings indicate differences in the perception of organizational factors between academic and managing staff. Both groups consider Teamwork a crucial component of organizational dynamics, but managing a team highlights the importance of allocating tasks and responsibilities in the work process. Additionally, both groups identified important factors such as solidarity and team building. The working environment was recognized as a critical factor that significantly affects employee performance, with such problems as unequal distribution of tasks, duplicate positions, and shortage of competent specialists posing challenges. The role of leadership, particularly their attitude, was also emphasized as a significant factor in creating a conducive working environment.

To improve teamwork within organizations, academic staff recommended that leadership prioritize providing more team-building events to foster trust and solidarity among workers. The importance of a supportive working environment in higher education settings was emphasized by all academic staff, with the need for clear delineation of tasks and assignments and additional training to improve digital skills in light of stressful conditions such as the COVID-19 pandemic. The structure of organizational factors identified by managing staff was like that of academic staff, focusing on clearly allocating tasks and responsibilities in the work process. However, managing staff highlighted the importance of a supportive working environment with incentives to motivate workers. The attitude of leaders was also emphasized as a significant factor in creating a positive and conducive working environment.

Addressing organizational factors such as teamwork, a supportive working environment, and leadership attitudes are crucial for improving the overall dynamics and productivity of an organization. By prioritizing these factors and implementing strategies to address any challenges identified, organizations can create a safe, productive, and motivating environment for their employees.

Conclusions

The study aimed to explore resilience in the workplace in higher education from the perspective of managing academic staff in Kazakhstan. The analysis of interviews with ten respondents revealed that several individual and organizational factors contribute to resilience and sustainability in the workplace.

This study highlights the importance of understanding the unique cultural, social, and economic factors that influence resilience and sustainability in positive organizational behavior in the workplace in Kazakhstan. The findings from interviews with managing and academic staff in higher education institutions shed light on the various individual and organizational factors that contribute to resilience and sustainability in the face of adversity, such as crises and stress.

The results revealed that teamwork, working environment, work process, functioning, and leadership are critical organizational factors that impact the resilience and sustainability of employees in Kazakhstani organizations. Academic staff emphasized the significance of corporate spirit, solidarity, and team building in fostering a cohesive work environment. In contrast, managing staff highlighted the need for transparent allocation of tasks and responsibilities in the work process. The role of leadership, particularly the attitude of leaders, was also identified as a significant factor in creating a supportive work environment.

The study also identified challenges in the working environment, such as unequal distribution of tasks, duplicate positions, and shortage of competent specialists, that can impede the overall progress of work and affect productivity. Addressing these challenges and promoting a supportive and inclusive work environment through interventions such as team-building events, recognition of employees' efforts, and opportunities for skills development can contribute to the resilience and sustainability of Kazakhstani organizations.

Organizational factors identified by academic staff included teamwork, working environment, work process, functioning, and leadership. Academic staff emphasized the importance of teamwork and a supportive working environment characterized by trust, solidarity, and team-building events. They also highlighted the need for precise coordination of work processes and functions and emphasized the role of leadership in creating a positive work environment.

Managing staff also identified similar organizational factors but with a focus on the transparent allocation of tasks and responsibilities in the work process. They also emphasized the importance of teamwork, corporate spirit, and team building in creating a supportive working environment.

The findings of this study have implications for the development of contextually relevant strategies and interventions to promote resilience and sustainability in the workplace in Kazakhstan. By understanding the unique factors that influence positive organizational behavior in the Kazakhstani context, organizations can implement targeted interventions to enhance resilience and sustainability, ultimately contributing to the country's overall progress toward sustainable development goals.

Overall, the findings indicate that a combination of individual and organizational factors influences resilience and sustainability in the workplace in Kazakhstan. The study suggests that interventions and strategies to promote resilience and sustainability in Kazakhstani organizations should consider the unique cultural, social, and economic factors that influence the workplace dynamics in Kazakhstan. This knowledge can contribute to developing contextually relevant strategies and interventions to promote positive organizational behavior and overall progress toward sustainable development goals in Kazakhstan.

Further research and exploration of these factors in the Kazakhstani context are needed to better understand the dynamics of resilience and sustainability in organizations. This can help organizations in Kazakhstan and similar contexts develop evidence-based strategies to promote positive organizational behavior and create resilient and sustainable workplaces. Overall, this study contributes to the literature on positive organizational behavior and provides insights for practitioners, policymakers, and researchers interested in promoting resilience and sustainability in the workplace in Kazakhstan.

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