Predicting Work Productivity of School Administrators during COVID-19 Pandemic

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ABSTRACT

This study determined whether the work productivity of school administrators could be predicted by burnout and self-awareness during the COVID-19 pandemic. A total of 80 school administrators in selected private education institutions have participated in the study. Sets of adopted tools were utilized to gather data from the participants. The Mean, Frequency and percentage distribution and Binary logistic regression analysis were utilized as statistical tools to analyze the data. The results reveal that there is a high degree of burnout among school administrators during the Covid-19 pandemic. Similarly, there was also a high level of self-awareness among school administrators. Moreover, the majority of the school administrators reported that they are productive in their work. On the other hand, the results of binary logistic regression analysis shows that only self-awareness is a significant predictor of work productivity. Thus, increasing self-awareness is associated with 8.12 times increase likelihood in the work productivity of school administrators.

INTRODUCTION

Recent research has revealed a variety of obstacles faced by schools throughout the pandemic. During the COVID-19 epidemic, schools will confront a variety of competitive problems, including adopting technology, managing change, keeping consumers pleased, generating intellectual assets, and controlling expenses (Varmah, 2013). As a result, in times of crisis, work productivity may be considered as a critical component for the company to assure ongoing outputs despite bad circumstances (Awang, Ismail, Flett, & Curry, 2011).

The COVID-19 pandemic has had a significant impact on school administrators' work productivity. School administrators will need to be picky about the digital items they use, and they will need to strike a balance between technology and pedagogy in their classrooms (Hargreaves, 2020). However, some school leaders are not constantly engaged in crisis and change management and were caught off guard during the epidemic, resulting in poor school outcomes. According to the World Bank (2020), the COVID-19 epidemic is keeping more than

1.6 billion children and youth out of school in 161 countries. This represents about 80% of the world's enrolled pupils. Furthermore, according to a recent survey conducted by the Coordinating Council of Private Educational Associations (COCOPEA), approximately 400 private schools in the Philippines are at risk of closing due to a lack of resources to maintain operations, with 80 percent considering closure unless government assistance is provided (COCOPEA, 2020).

Personal aspects such as burnout (Bhagat, Haque, & Simbak, 2018) and self-awareness (Bhagat, Haque, & Simbak, 2018) have been identified as major antecedents of job productivity in several research (Okpara & Agwu, 2015). Self-awareness refers to the amount to which people are consciously aware of their internal states and interactions or connections with others (Gemlik et al., 2010), whereas burnout refers to the response to interpersonal pressures on the job that results in weariness (Trapnell & Campbell, 1999). Nonetheless, the majority of the research that use these antecedents focus on the bivariate relationship between work productivity and these antecedents. As a result, there have not been any studies done on the impact of both burnout and self-awareness as predictors of job productivity. In addition, earlier research has focused on other types of professionals, such as those who work in the fields of health and industry (Bhagat & Simbak, 2018; Ashtari, Farhady, & Khodaee, 2009; Okpara & Agwu, 2015). As a result, less work has been done by academics. With these circumstances at hand, the study on the impact of burnout and self-awareness on work productivity would give vital information that school leaders may utilize to increase the latter, especially during the COVID-19 crisis.

Objectives

This study determined whether the work productivity of school administrators could be predicted by burnout and self-awareness during the COVID-19 pandemic. Moreover, this study aimed to address the following objectives:

1. Determine the degree of burnout, level of self-awareness, and status of work productivity of school administrators.
2. Determine whether burnout and self-awareness predict the work productivity of school administrators.

FRAMEWORK

Multiple research linked burnout and job productivity (Maslach, 1982) and self-awareness and work performance (Maslach, 1982; Goleman, 1998). The negative association between burnout and employee performance, which is the bottom line for most organizations, was proposed by Maslach (1982). In his early studies on burnout, he discovered that workers' inability to emotionally detach themselves from a seemingly never-ending stream of customer issues might contribute to poor performance (Maslach, 1982). Furthermore, according to Goleman (1998), leaders who have a high level of self-awareness are more effective than those who don't. Subordinates trust and believe in them because of their self-awareness. People appreciate leaders who are self-aware of their own limitations and make wise judgments because they are self-regulatory.

METHOD

Design

The descriptive-correlational research design was used in this study. The purpose of a descriptive research design is to find out what the current state of the phenomenon to be described is (Shuttleworth, 2008). In addition, the correlational design is used to determine the type and degree of a relationship between two or more variables (Creswell, 2003). The study examined the degrees of burnout, self-awareness, and job productivity among school administrators during the COVID-19 pandemic. In addition, the impact of self-awareness and burnout on job productivity was explored.

Respondents

This study's respondents were administrators from a number of private educational institutions. The purposive selection strategy was used to choose a total of 80 school administrators using the Raosoft sample size generator with a 95 percent confidence interval. These are non-probability sampling techniques that allow researchers to make judgments about whom to include in a study by using a number of characteristics, such as expertise in the research topic or ability and desire to engage in the research (Oliver, 2006). Only administrators with at least one year of experience will be chosen as responders in order to achieve uniformity. This research will not include those who do not satisfy the duration of service requirements.

Instrument

Borritz and Kristensen's (2004) work was used to develop the Burnout Inventory. Personal burnout, client burnout, and work burnout are the three subscales of the measure. Personal burnout has a Cronbach's alpha of 0.87, work burnout has a Cronbach's alpha of 0.87, and client burnout has a Cronbach's alpha of 0.85. The self-awareness scale, on the other hand, is based on the Reflection Rumination Scale (Trapnell & Campbell, 1999), which assesses how much a person thinks about or reflects on himself. The RRQ is made up of 24 items that are scored on a five-point Likert scale. With a Cronbach's alpha rating of 0.91, the construct has a strong internal consistency. Meanwhile, the work productivity is a single item questionnaire with dichotomous outcomes (yes or no) which measures the self-evaluation of school administrators on their performance during the COVID-19 pandemic.

Statistical Tools

Mean was used to determine the levels of burnout and self-awareness of school administrators, while frequency and percentage distribution was used to analyze the work productivity of school administrators. Moreover, the binary logistic regression was utilized to determine whether burnout and self-awareness predicts the categories of work productivity of school administrators.

RESULTS

The degree of burnout of school administrators is presented in Table 1. The overall results indicate a high degree of burnout among school administrators ($\bar{x}$=4.18). This suggests that the school administrators oftentimes experience burnout at work during the COVID-19 pandemic. In terms of personal burnout, the highest mean is represented by their feeling of physical exhaustion ($\bar{x}$=4.21), while the lowest mean is in the aspect of feeling emotional exhausted ($\bar{x}$=4.06). The category mean is 4.15 which is described as high degree. In the same way, the school administrators experience high degree of overall work burnout ($\bar{x}$=4.18). More specifically, the highest mean is the feeling of being worn out at the end of working day ($\bar{x}$=4.46). On the other hand, the lowest mean pertains to feeling burnt out because of work ($\bar{x}$=4.03).

Similarly, a high degree of overall client burnout can be observed among school administrators ($\bar{x}$=4.20). In particular, the highest mean is in the aspect of feeling that they give more than they get back when they work with clients ($\bar{x}$=4.23), while the lowest mean is in terms of wondering how long they will be able to continue working with clients ($\bar{x}$=4.09).

Table 1. Degree of Burnout of School Administrators

Burnout	Mean	SD	Description
Physical Burnout			
1. How often do you feel tired?	4.15	.915	High
2. How often are you physically exhausted?	4.21	.758	High
3. How often are you emotionally exhausted?	4.06	1.011	High
4. How often do you think: "I can't take it anymore"?	4.14	.742	High
5. How often do you feel worn out?	4.14	.896	High
6. How often do you feel weak and susceptible to illness?	4.18	.708	High
Category Mean	**4.15**	**.582**	**High**
Work Burnout			
1. Is your work emotionally exhausting?	4.10	.922	High
2. Do you feel burnt out because of your work?	4.03	.871	High
3. Does your work frustrate you?	4.04	.787	High
4. Do you feel worn out at the end of the working day?	4.46	.795	High
5. Are you exhausted in the morning at the thought of another day at work?	4.05	.992	High
6. Do you feel that every working hour is tiring for you?	4.21	.791	High
7. Do you have less energy for family and friends during leisure time?	4.40	.722	High
Category Mean	**4.18**	**.556**	**High**
Client Burnout			
1. Do you find it hard to work with clients?	4.20	.683	High
2. Do you find it frustrating to work with clients?	4.18	.792	High
3. Does it drain your energy to work with clients?	4.21	.741	High
4. Do you feel that you give more than you get back when you work with clients?	4.23	.856	High
5. Are you tired of working with clients?	4.15	.731	High
6. Do you sometimes wonder how long you will be able to continue working with clients?	4.09	.766	High
Category Mean	**4.20**	**.585**	**High**
OVERALL	**4.18**	**.481**	**HIGH**

Presented in Table 2 is the level of self-awareness of school administrators. The overall results reveal a high level of self-awareness among school administrators ($\bar{x}$=4.16). In terms of reflection, the highest mean pertains to the aspect of exploring their inner self ($\bar{x}$=4.46). On the other hand, the lowest mean is in terms of looking their life in philosophical ways. The category mean for reflection factor is $\bar{x}$=4.21 which is described as high.

A notable high level can also be observed in the rumination component ($\bar{x}$=4.12). In this category, the highest mean is their act in playing back over in their mind how they acted in the past situation ($\bar{x}$=4.28). Nevertheless, the lowest mean is in the aspect of not ruminating or dwell on their self for very long.

Table 2. Level of Self-awareness of School Administrators

Self-Awareness	Mean	SD	Description
Reflection			
1. I love exploring my "inner" self.	4.46	.795	High
2. I often love to look at my life in philosophical ways	4.05	.992	High
3. I love to meditate on the nature and meaning of things	4.23	.795	High
4. I don't really care for introspective or self-reflective thinking.	4.40	.722	High
5. My attitudes and feelings about things fascinate me.	4.16	.863	High
6. I love analyzing why I do things	4.14	.742	High
7. I don't care much for self-analysis.	4.14	.896	High
8. I'm not really a meditative type of person.	4.18	.708	High
9. Philosophical or abstract thinking doesn't appeal to me that much.	4.24	.860	High
10. Contemplating myself isn't my idea of fun	4.15	.731	High
11. People often say I'm a "deep", introspective type of person.	4.11	.763	High
12. I'm very self-inquisitive by nature.	4.29	.799	High
Category Mean	**4.21**	**.476**	**High**
Rumination			
1. I tend to "ruminate" or dwell over things that happen to me for a really long time.	4.21	.896	High
2. Often I'm playing back over in my mind how I acted in a past situation.	4.28	.711	High
3. I always seem to be rehashing in my mind recent things I've said or done.	3.95	1.090	High
4. Long after my argument and disagreement is over with, my thoughts keep going back of what happened	4.20	.933	High
5. I don't waste time re-thinking things that are over and done.	4.16	.754	High
6. I often reflect on episodes in my life that I should no longer concern myself with.	4.08	.952	High
7. I spend a great deal of time thinking back over my embarrassing or disappointing moments	4.08	.776	High
8. I never ruminate or dwell on myself for very long.	3.93	.839	High
9. It is easy for me to put unwanted thoughts out of my mind.	4.24	.733	High
10. Sometimes it is hard for me to shut off thoughts about myself.	4.06	.769	High
11. My attention is often focused on aspects of myself I wish I'd stop thinking	4.13	.848	High
Category Mean	**4.12**	**.510**	**High**
OVERALL	**4.16**	**.451**	**HIGH**

Table 3 shows the status of work productivity of school administrators. The results show that majority of the school administrators reported that they are productive in their work (f=52, 65%). Hence, some school administrators felt that they are unproductive in their work during the COVID-19 pandemic (f=28, 35%).

Table 3. Status of Work Productivity of School Administrators

Are you productive in your work during the Covid-19 pandemic?	Frequency	Percent
No	28	35.0
Yes	52	65.0
Total	80	100.0

Shown in Table 4 is the results of binary logistic regression analysis to ascertain the effects of burnout and self-awareness on the work productivity of school administrators. The logistic regression model is statistically significant (x^2= 16.477, p<.05). The model explained 25.6% (Nagelkerke R^2) of the variance in work productivity and correctly classified 73.8% of cases. Increasing self-awareness is associated with 8.12 times increase likelihood in the work productivity (OR=8.12, p<.05). However, burnout does not predict the work productivity of school administrators (p>.05).

Table 4. Regression table showing the significance of hypothesized variables in the model

Predictors	B	S.E.	Wald	p-value	Odds Ratio	Remarks
Burnout	-.243	.752	.104	.747	.784	Not Significant
Self-Awareness	2.094	.863	5.884	.015	8.119	Significant
Constant	-7.040	2.724	6.680	.010	.001	

Note: Nagelkerke R^2= .256, x^2=16.477, p<.05

DISCUSSION

In the results, there was a significant level of burnout, indicating that the school administrators were frequently exhausted both physically and mentally. The findings also imply that the school administrators were under a lot of pressure at work as they dealt with coworkers and customers. According to Gemlik et al. (2010), burnout appears to be a response to job-related interpersonal stressors, in which a high level of contact with people leads to changes in attitudes and behaviors toward them. Meanwhile, the results show that school administrators experience a similar level of burnout in terms of personal, work, and client burnout, which differs from explanation of Gandapur et al. (2010) that burnout varies from person to person. Furthermore, the findings are in line with those of Cano-Garcia, Padilla-Munoz, and Carrasco-Ortiz (2005), who found that academic administrators in the province of Seville, Spain, had significant levels of burnout. In addition, this study backs up Greenglass et al.'s (1997) results that work-related burnout is emotionally draining, especially when coping with work-related responsibilities. In fact, the findings are in line with Tomic's (2008) assertion that teachers' social interactions with students, colleagues, and other academic stakeholders cause stress, which leads to burnout.

On the other hand, the level of self-awareness of school administrators is high. This suggests that the school administrators' oftentimes manifest self-awareness. This further denote that the

administrators stress the importance of self-worth as they deal with other individuals or society as a whole. This conclusion is in line with Brown et al. (2007), who underlined the importance of assessing the complete range of possible outcomes when it comes to self-awareness, which is crucial for people, organizations, and society. The high degree of reflection component indicates that school administrators place a high value on self-monitoring. According to Grant et al. (2002), self-regulation and goal-directed conduct are dependent on the ability to monitor and assess one's behavior. Furthermore, the high amount of rumination suggests that school officials begin to think about what has gone wrong in the past. Rumination is linked to decreased interpersonal skills and greater negative attachment (Takano, Sakamoto & Tanno, 2011).

In the meantime, even during the Covid-19 epidemic, the majority of school administrators claimed they were productive at work. Ivanov (2020) agrees, saying that during a pandemic, leaders need to think differently and be more resilient. As a result, the pandemic's novel problems are putting every organization's resilience to the test.

Finally, only self-awareness is a significant predictor of school administrators' job productivity among the model's components. As a result, improving self-awareness has a higher chance of boosting productivity at work. This conclusion is consistent with Okpara and Agwu's (2015) findings, which suggest that self-awareness is positively associated to the performance of bank managers in Nigeria. Determining self-awareness resulted in enhanced judgments of leader effectiveness and productivity at work (Butler, Kwantes, & Boglarsky, 2014). Burnout, on the other hand, has no impact on school administrators' work productivity. This contradicts other studies that demonstrate that burnout has a detrimental influence on job productivity (Bhagat & Simbak, 2018; Ashtari, Farhady, & Khodaee, 2009). These studies might be said to be representative of a variety of professional groups, notably in the field of health care. As a result, the current model is appropriate for academics.

CONCLUSION

The study revealed that during the pandemic, school administrators suffered a significant level of burnout in all aspects of their lives, including personal, professional, and client relationships. In addition, they show a high level of self-awareness in both rumination and reflection. During the COVID-19 pandemic; however, majority of school administrators considered that they are productive at work. Only self-awareness, on the other hand, contributes to the school administrators' job productivity. As a result, a higher level of self-awareness would raise the possibility of increased job productivity.

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