



Job Enlargement and Psychological Safety Among Non-Teaching Personnel of the Department of Education Division of Batangas Province

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Abstract

The success or failure of its organisational plans was determined by the performance of its personnel. The Department of Education could enhance their employees' performance by creating a suitable working environment that was pleasant for them as this served as a psychological motivator for them to improve their performance and raise their work productivity. To stay competitive, the organisation could minimise the cost of employing new employees, and employees could execute extra tasks at their current level, which was known as job enlargement. This study aimed to correlate the level of Job Enlargement and the level of Psychological Safety Among the Non-Teaching Personnel of the Department of Education Division of Batangas Province. This study used a quantitative correlational research design. Using simple random sampling, 134 non-teaching personnel responded to the Job Diagnostic Survey on Job Enlargement and Psychological Safety Survey. Using the four-point Likert Scale, Mean and Pearson Product Moment Correlation, results revealed that the level of job and the level of psychological safety were high. Work Flexibility and Autonomy, Task Significance, Identity and Variety, Feedback, Specialisations, Problem-Solving, and Physical Demands had a significant relationship with the psychological safety of the non-teaching personnel, while Job Complexity and Information Processing had no significant relationship with psychological safety. A mental health program in relation to job enlargement was proposed. This could help in organisational analysis in understanding the vital role of the non-teaching personnel and the improvement of psychological safety in the Department of Education, which was key in achieving success in the organisation. This study presents a unique study that directly correlated Job Enlargement and Psychological Safety Among Non-Teaching Personnel that can contribute to the Human Resource and Organizational Development of the Department of Education Division of Batangas Province. However, the study was limited only to knowing the levels of Job Enlargement and Psychological Safety among Non-Teaching Personnel and how these two variables correlated.

Keywords *Job Enlargement, Psychological Safety, Non-Teaching Personnel*

INTRODUCTION

People at work and job searchers alike have serious worries about the profound changes in the workplace over the past three decades. Future employment would increasingly need cognitive and social abilities. The blend of interpersonal and problem-solving abilities was becoming more and more necessary. Globally, work was getting complicated. The key forces for highly effective workplaces were global rivalry and technological advancements. The organisation's top priorities were the calibre of the job and the working environment. On the one hand, there was a stronger demand for social skills in cooperation and customer contact in service employment as duties got more complicated, more flexible (job rotation), and required more individual responsibility.

According to Msofe (2018), job enlargement was a conventional occurrence in the organisation. Job enlargement was a strategy to meet the needs and necessities of the clients and customers. It comprises categorising responsibilities, limiting the risk of role ambiguity and conflict, and ensuring that employees operate within a specified structure. The public sector was not immune to changes in work structures, duties, and practices. As a result of the finite quantity

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of resources versus the endless demands of the people on their government, employment expansion was widely implemented. Employees in diverse departments were allocated new connected responsibilities, which included integrating previously fragmented functions into one to boost the ability to handle difficulties. The study was needed to supervise the design of the whole employment expansion process to determine why certain employees were satisfied or dissatisfied, resulting in good and bad performance.

The performance of the employees was greatly affected by the motivating factors. One of these was psychological safety in the workplace. Psychological safety, as defined by [Hunt et al. \(2021\)](#), was a common belief that risking interpersonal relationships in the workplace was safe, important to team learning and performance, and encouraging workers to contribute to common goals. Ideally, employees were not afraid to be rejected by making a proposal and receive fair and compassionate treatment when conversing about concerns, mistakes, or issues. Not only were they free from anxiety, but they were also free from interpersonal, professional, and social intimidations that could unduly intimidate their work condition and forthcoming professional and professional development.

Job enlargement and psychological safety both contribute to good employee performance and could lead to organisational success and achievement. Whether job enlargement brings advantages in enhancing personnel's skills and guarantees inclusivity and significance in the workplace or brings disadvantages due to too many tasks, it has good and bad effects on how each feel about psychological safety. Therefore, this study aimed to correlate the level of Job Enlargement and the level of Psychological Safety Among the Non-Teaching Personnel of the Department of Education Division of Batangas Province.

LITERATURE REVIEW

Job Enlargement

[Kurniawati and Damayanti \(2020\)](#) conducted research on the efficacy of the application of job enlargement and job enrichment methods to prevail over an inadequate number of employees in the Public Health Office, Kediri City, Indonesia. The goal of this research was to determine the efficacy of initiatives in alleviating the shortage of workers. This was descriptive research to determine the effectiveness of the factors investigated through descriptive assessment of employee performance assessment results before and after work enlargement and enrichment. As an option to overcome the limited number of employees, job expansion and enrichment were quite successful. The lack of a decline in employee performance assessment outcomes supports this conclusion. Despite the added duties, some of them even increased.

Similarly, [Alias et al. \(2018\)](#) studied the roles of job design in job satisfaction which include job enrichment, job enlargement and job rotation. The intent of this research was to look at the links between workplace design and employee happiness at SAJ Holdings; to fulfil the goals, a quantitative analytical study was conducted. The SPSS Version 23 was used to interpret the statistics. The data was analysed with the help of Pearson correlation and regression. Job rotation, job expansion, job enrichment, and job happiness were discovered the relationship was statistically significant and favourable.

According to [van Vulpen \(2016\)](#), there were advantages and disadvantages of having job enlargement in the workplace. For the advantages, workers might reduce the level of boredom, increase their flexibility, could improve their efficiency, and there would be maximal utilisation of employees' skills. As the job widens, there would be empowerment and opportunities to learn new things. The disadvantages, there could be an increase in work burden, increase frustration among employees, and some might perceive it as exploitation. It could also result in lower efficiency as the focus might be subdivided.

Moreover, [Gichuki \(2017\)](#) investigated the influence of job enlargement on employee performance in the railway industry in Kenya. In data analysis, descriptive statistics and regression analysis were used. Job enlargement was found to have a beneficial impact on employee performance, according to the research. The results of the regression indicated that employee performance was improved because of structure and work arrangement; however, work meaningfulness was adversely related to employee performance. To improve employee knowledge and skills on how employee activities might be arranged to improve their grasp of organisational processes and procedures, the researcher suggests that the government implement training and development programs. Flexible frameworks that accept environmental changes should be considered by organisations so that staff might identify jobs more effectively and meet their goals.

It was found in the study conducted by [Shravasti and Bhola \(2015\)](#), that there was a positive relationship between the working environment and the job satisfaction of employees. Working conditions had a direct impact on the job satisfaction of employees, which resulted in job involvement and employee commitment towards the achievement of organisational goals. Study shows that job satisfaction of employees resulted in customer satisfaction and customer retention, which had direct relations with organisational performance.

According to [Yaghi \(2016\)](#), having work flexibility measures in the workplace could lead to improved job satisfaction. In this study, he explored the relationship between workplace flexibility and job satisfaction by exploring the intervening part of employee empowerment. According to this research, there was a curvilinear association between favourable results and flexible or compressed work hours. It also suggests that the sizes of flexible work schedules' effects on the outcomes under consideration differ significantly. Work flexibility should be implemented in the company since it has significant advantages for both the company and the employees. Work flexibility was a strong contributor to employee psychological empowerment, which in turn leads to improved perceptions of task satisfaction and pay. Improved perceptions of task satisfaction and pay contribute significantly to reducing turnover intentions.

[Morf et al. \(2017\)](#) investigated task variety and its counterproductive behaviour. Low levels of task variation, in his opinion, indicate a lack of work excitement. Numerous studies have been conducted on the impact of job design on employees' attitudes and well-being. They suggested that when job diversity was minimal or reduced, employees might use counterproductive work behaviour (CWB) to increase excitement and vent their unhappiness. As a result, they looked at the connections between perceived task variety and CWB as well as between perceived task variety change and CWB change.

Psychological Safety

[Edmondson and Daley \(2020\)](#) said that when the pandemic was identified as a public health emergency earlier in the year 2020, most employees all over the world were ordered to work from home or just have a skeletal workforce for the anticipated future. Even though it might need years to fully realise the impact of this sudden shift to virtual work on individuals and businesses, many people began to speculate about the impact of working virtually on their psychological safety — people feeling safe to raise questions, concerns, and ideas safe of repercussions.

Willingness to help was instrumental for effective teaming. In the absence of this factor, a team risks operating in an ineffective and fragmented way. Low willingness to help might correlate with people burning out, as they might feel that they were unsupported. Note that external pressures, such as a very high workload, might unconsciously reduce willingness to help in a team, as people would follow the human inclination to hunker down and focus on their own tasks and deadlines under pressure. Not checking in with each other on this might result in avoidable failures and unnecessary risks.

A constructive attitude to risk and failure was crucial for building high-performing teams that were at the same time not overly risk-taking. High-performing teams build a balance between assuming risk and achieving success from this perspective. It could only be struck when a team could foster a true feedback culture. This means a team must safeguard that making mistakes is acceptable and would be shared openly in the team, so everyone can learn from them. Teams that hold mistakes against their members were at risk of eroding trust and stifling growth and innovation, as the research from Prof. Amy C. Edmondson shows.

Castro et al. (2017) investigated the mediating role of psychological safety on the mere-listening and creativity. They believed that supervisors who pay attention encourage psychological safety and undertaking that it increases the creativity of the employee. They utilised a self-rating questionnaire to measure creativity and correlated the results to creative performance and creative self-efficacy. This study signifies that psychological safety links listening with creativity and emphasises its role as a mediator.

Similarly, Agarwal and Farndale (2017) presented that psychological safety was essential for creativity implementation. Individuals who feel psychologically safe were high in taking risks, seeking help, advising, and assisting. If the environment has a negative atmosphere, it hinders creativity implementation. It should allow debating ideas, social interaction, and the ability to make decisions so that when they fail, they will be given the benefit of the doubt. A healthy interpersonal interaction was a psychologically safe environment that would lead to high organisational performance.

Meanwhile, Obrenovic et al. (2020) conducted a study on the impact of work-family struggle on psychological safety and psychological well-being to produce a job performance model. The goal of this research was to fill in the gaps and explain how work-family conflict and psychological issues affect job effectiveness. An experimental study was done on a sample of 277 firm employees in Bahrain to investigate the relationship between work-family conflict and job performance and to quantify the impacts on psychological safety and psychological well-being. Work-family conflict, according to a recent study, was a strong predictor of job success.

Furthermore, Wanless (2016) described the role of psychological safety in human development, where the study concludes a growing emphasis on the benefits of psychological safety for organisational development might motivate scholars to think about how this construct might help people improve. Finally, if their goal was to support people's active participation in shaping their own development, studying psychological safety could help us better understand how that process differs for people with different characteristics, at different stages of life, in different settings, and with access to different ecological assets.

RESEARCH METHOD

The study was quantitative research that correlated the independent variable to the dependent variable. It was a correlational study that investigated the level and relationship among variables. It aimed to identify the significant relationship between job enlargement in the psychological safety of the non-teaching personnel in the Department of Education- Division of Batangas Province. A statistical test such as correlational statistics could determine the relationship objectively. The Pearson Product Moment Correlational coefficient, r , showed a linear relationship between the two variables. Figure 1 shows that there was a total of 584 non-teaching personnel assigned to school and district offices. Using the G*Power 3.1 statistical power approach, since the researcher wanted to know the sample size, the study used a point biserial model and input the given parameters α was 0.05, actual power (β) was 0.95, and the effect size (ρ) was 0.03 resulted to the calculation of 134 total sample size.

Table 1. Respondents of the Study

| Total No. of Non-Teaching Personnel Assigned in Schools and District Offices in the DepEd Division of Batangas Province | Computed Sample N |
|--|--------------------------|
| 584 | 134 |

FINDINGS AND DISCUSSION**Table 2.** Level of Job Enlargement Among Non-Teaching Personnel of the Department of Education Division of Batangas Province in terms of Task Enlargement

| Indicators in terms of Task | X | VI | EI |
|--|-------------|-----------------|-------------|
| The job allows me to make my own decision about how to schedule and prioritise my work. | 3.14 | Accurate | High |
| The job allows me to choose on the order in which things are done on the job. | 3.12 | Accurate | High |
| The job allows me to plan how I do my work. | 3.25 | Very Accurate | Very High |
| <i>Work Flexibility</i> | <i>3.17</i> | <i>Accurate</i> | <i>High</i> |
| The job gives me a chance to use my personal initiative or opinion in carrying out the work. | 3.19 | Accurate | High |
| The job allows me to make a lot of decisions on my own. | 2.79 | Accurate | High |
| The job provides me with significant autonomy in making decisions. | 2.82 | Accurate | High |
| <i>Decision-making Autonomy</i> | <i>2.93</i> | <i>Accurate</i> | <i>High</i> |
| The job allows me to make decisions about what methods I use to complete my work. | 3.12 | Accurate | High |
| The job gives me a considerable opportunity for independence and freedom in how I do the work. | 3.08 | Accurate | High |
| The job allows me to decide on my own how to go about doing my work. | 3.05 | Accurate | High |
| <i>Work Autonomy</i> | <i>3.08</i> | <i>Accurate</i> | <i>High</i> |
| I get a chance to learn new things on my job. | 3.37 | Accurate | High |
| The job involves a wide range of tasks. | 3.40 | Very Accurate | Very High |
| My job involves handling equipment and other tools that I need to know and learn. | 2.96 | Accurate | High |
| <i>Task Variety</i> | <i>3.24</i> | <i>Accurate</i> | <i>High</i> |
| The results of my work are likely to significantly affect the performance of the organisation. | 3.28 | Very Accurate | Very High |
| The job itself is very significant and important in the broader system. | 3.40 | Very Accurate | Very High |
| The job has a large impact on school management. | 3.40 | Very Accurate | Very High |
| The work performed on the job has a significant impact on people. | 3.37 | Very Accurate | Very High |

| | | | |
|---|-------------|----------------------|------------------|
| <i>Task Significance</i> | 3.37 | <i>Very Accurate</i> | <i>Very High</i> |
| The work activities themselves provide direct and clear information about the effectiveness (e.g., quality and quantity) of my job performance. | 3.18 | Accurate | High |
| The job itself provides me with information about my performance. | 3.21 | Accurate | High |
| The key result areas of the job are aligned with my actual job. | 3.21 | Accurate | High |
| <i>Feedback from the Job</i> | 3.20 | <i>Accurate</i> | <i>High</i> |
| I often work beyond working hours, even if it is not paid. | 3.01 | Accurate | High |
| The job encourages me to take on extra challenges and do greater responsibilities. | 3.21 | Accurate | High |
| <i>Physical Demands</i> | 3.11 | <i>Accurate</i> | <i>High</i> |
| GENERAL ASSESSMENT | 3.16 | Accurate | High |

Legend: 3.25 – 4.00 very Accurate/Very High 2.50 – 3.24 Accurate / High 1.75 – 2.49 Inaccurate/ Low 1.00 – 1.74 Very Inaccurate / Very Low

The composite mean was 3.16, which was verbally interpreted as Accurate and had an equivalent interpretation of High. The indicator Task Significance has the highest computed mean of 3.37, which was verbally interpreted as Very Accurate, while the indicator Decision-making Autonomy had the lowest computed mean of 2.93 and was verbally interpreted as Accurate. Task Enlargement is not necessarily all about having a great number of tasks. This study characterised the working conditions of the personnel in terms of flexibility, autonomy, variety, significance, feedback, and demands. These elements, one way or another, contribute to the enlarged job of the non-teaching personnel.

It can be clinched that task enlargement causes a high level of job enlargement among the non-teaching personnel in the Department of Education Division of Batangas Province. It was evident that task enlargement on work exists in the workplace of the non-teaching personnel.

It was supported by the study of [Alias et al. \(2018\)](#) that mentioned the role of job design which includes job enlargement, had an influence on employee job performance and satisfaction. Having work flexibility measures in the workplace can lead to improved job satisfaction, yet flexible frameworks that accept environmental changes should be considered by the management so that the non-teaching personnel can effectively reach their goals ([Gichuki & Munjuri, 2018](#)).

Accordingly, [Yaghi \(2016\)](#) mentioned that flexible work arrangements refer to giving employees control over when, where, or how much they work. Having work flexibility in the workplace can lead to improved employee job satisfaction.

[Allan \(2017\)](#) emphasised its great contribution to task enlargement. Non-teaching personnel knew that their work could greatly affect school personnel and the organisations since they are dealing with personnel administration and financial responsibilities and accountabilities. Meanwhile, decision-making autonomy has the least contribution to task enlargement. Despite being independent at work, the job is always dependent on the policy laid down by the top management and school head.

Table 3 illustrates the level of job enlargement among the non-teaching personnel in the Department of Education Division of Batangas Province in terms of Knowledge Enlargement. The general mean was 2.94.

The composite mean was 2.94, which was verbally interpreted as Accurate and had an equivalent interpretation of High. The indicator Information Processing had the highest computed mean of 3.14, which was verbally interpreted as Accurate with an equivalent interpretation of High, while the indicator Job Complexity had the lowest computed mean of 2.52 and was verbally interpreted as Accurate with an equivalent interpretation of High.

Table 3. Level of Job Enlargement Among Non-Teaching Personnel of the Department of Education Division of Batangas Province in terms of Knowledge Enlargement

| Indicators in terms of Knowledge | X | VI | EI |
|---|----------|-----------------|-------------|
| The job requires that I only do one task or activity at a time. (R) | 2.47 | Accurate | High |
| The job comprises performing simple, routinary and uncomplicated tasks. (R) | 2.57 | Inaccurate | Low |
| <i>Job Complexity</i> | 2.52 | Accurate | High |
| I have a chance to develop my skills through various seminars and trainings provided by the institution. | 3.14 | Accurate | High |
| <i>Information Processing</i> | 3.14 | Accurate | High |
| The job needs me to be creative. | 3.03 | Accurate | High |
| The job requires unique ideas or solutions to problems. | 3.08 | Accurate | High |
| The job requires me to utilise a variety of skills to complete the work. | 3.11 | Accurate | High |
| The job requires me to use a few high-level skills. | 2.91 | Accurate | High |
| <i>Problem-solving</i> | 3.03 | Accurate | High |
| The job is highly specialised in terms of purpose, tasks, or activities. | 3.09 | Accurate | High |
| The tools, procedures, materials, and so forth used on this job are highly specialised in terms of purpose. | 3.04 | Accurate | High |
| The job requires a depth knowledge and expertise. | 3.08 | Accurate | High |
| <i>Specialisations</i> | 3.07 | Accurate | High |
| GENERAL ASSESSMENT | 2.94 | Accurate | High |

Legend: 3.25 – 4.00 very Accurate/Very High 2.50 – 3.24 Accurate / High 1.75 – 2.49 Inaccurate/ Low 1.00 – 1.74 Very Inaccurate / Very Low

Knowledge enlargement is an added requirement for non-teaching personnel to understand the procedures or rules relating to the job and organisational process. It was considered as part of job enlargement since there is a necessity to acquire skills that are needed to perform the

job. It can be concluded that knowledge enlargement causes a high level of job enlargement among the non-teaching personnel in the Department of Education Division of Batangas Province. It was evident that knowledge enlargement exists in the work of the non-teaching personnel.

It was aligned with the study conducted by Gichuki and Munjuri (2018), which explained that to improve employee knowledge and skills, staff should have a grasp of organisational processes and procedures through various training and development programs. This could be a noticeable factor for job enlargement dealing with different seminars and training that may or may not be necessary to the job.

However, job complexity scored low, which means the job is not simple, not routine and a complicated task; that's why specialised skills are needed. Non-teaching personnel primarily deals with personnel administration that caters to recruitment, hiring promotion up to retirement, and financial responsibilities that include payroll and benefits and liquidation of school funds. These activities are not simple and highly technical.

Overall, task enlargement and knowledge enlargement are the two main characteristics of job enlargement. The most thoroughly studied aspects of motivated job design are task features. While knowledge characteristics reflect the types of knowledge, skill, and ability demands that are placed on an individual as a function of what is done on the job, knowledge characteristics are primarily concerned with how the work itself is accomplished and the range and nature of tasks associated with a specific job. It is acknowledged that employment may be planned or modified to enhance the task demands, knowledge needs, or both.

Table 4. Psychological Safety Level Among Non-Teaching Personnel of the Department of Education Division of Batangas Province

| Indicators in terms of Psychological Safety Level | X | VI | EI |
|--|----------|-----------|-------------|
| If you make a mistake on this team, it is often held against you. (R) | 2.19 | Agree | Low |
| Members of this team are able to bring up problems and tough issues. | 2.75 | Agree | High |
| People in this team sometimes reject others for being different. (R) | 2.00 | Agree | Low |
| It is safe to take a risk in this team. | 2.71 | Agree | High |
| No one on this team would deliberately act in a way that undermines my effort. | 2.72 | Agree | High |
| Working with members of this team, my unique skills and talents are valued and utilised. | 3.14 | Agree | High |
| GENERAL ASSESSMENT | 2.59 | Agree | High |

Legend: 3.25 – 4.00 Strongly Agree/Very High 2.50 – 3.24 Agree / High 1.75– 2.49 Disagree/ Low 1.00 – 1.74 Strongly Agree / Very Low

Table 4 shows the level of psychological safety among the non-teaching personnel in the Department of Education Division of Batangas Province. The composite mean was 2.59, which was verbally interpreted as Agree and had an equivalent interpretation of High. The indicator "Working

with members of this team, my unique skills and talents are valued and utilised" had the highest computed mean of 3.14, which was verbally interpreted as Agree with an equivalent interpretation of High, while the indicator "People in this team sometimes rejects others for being different" had the lowest computed mean of 2.00 and was verbally interpreted as Disagree with an equivalent interpretation of Low.

An employee who cannot get along with his or her co-employees is detrimental to the company for he can upset and strain the working environment. When personal differences between employees and management affect the work environment, the peace of the company is affected. Thus, psychological safety has a role in securing harmonious relationships inside the organisation. Psychological Safety is a shared belief of the individuals in the organisation if it is safe to engage in interpersonal risk-taking in the workplace.

It indicates the importance of psychological safety in the workplace, as it affects the organisation and the employee's motivation to work. Based on [Agarwal and Farndale \(2017\)](#), individuals who feel psychologically safe are high in taking risks, seeking help, advising, and assisting. Yet, it is also observable in the result that the scores are not high enough to consider that the workplace is completely safe. For [Wanless \(2016\)](#), psychological safety has a great role in human development, where support and understanding people affects organisational development.

Table 5. Relationship between the Job Enlargement and Psychological Safety Levels among Non-teaching Personnel in the Department of Education Division of Batangas Province

| Job Enlargement | r value | p-value | Remarks | Decision |
|------------------------|----------------|----------------|-----------------|-----------------------|
| Work Flexibility | .204* | 0.18 | Significant | Reject H ₀ |
| Decision-making | .282** | .001 | Significant | Reject H ₀ |
| Autonomy | .189* | .028 | Significant | Reject H ₀ |
| Task Variety | .214* | .013 | Significant | Reject H ₀ |
| Task Significance | .355** | .000 | Significant | Reject H ₀ |
| Task Identity | .379** | .000 | Significant | Reject H ₀ |
| Feedback | .275** | .001 | Significant | Reject H ₀ |
| Physical Demands | .276** | .001 | Significant | Reject H ₀ |
| Job Complexity | .043 | .625 | Not Significant | Accept H ₀ |
| Information Processing | .163 | .060 | Not Significant | Accept H ₀ |
| Problem-solving | .282** | .001 | Significant | Reject H ₀ |
| Specialisations | .303** | .000 | Significant | Reject H ₀ |

** Correlation is significant at the 0.01 level *Correlation is significant at the 0.05 level (2-tailed)

Table 5 presents the test of a significant relationship between job enlargement and psychological safety levels among non-teaching personnel of the Department of Education Division of Batangas Province. The probability values of work flexibility, decision-making, autonomy, task variety, task significance, task identity, feedback, problem-solving and specialisation were less than the level of significance at .05, thus rejecting the null hypothesis. It can be concluded that there was a significant relationship between the level of job enlargement and psychological safety levels among non-teaching personnel of the Department of Education Division of Batangas Province.

On the other hand, job complexity and information processing had no significant relationship between the level of job enlargement and the level of psychological safety. As shown in the probability values of .625 and .060 were both less than the significance at .05, thus accepting

the null hypothesis. The r values of all the variables attained a significant relationship between the level of job enlargement and the level of psychological safety among the non-teaching personnel in the Department of Education Division of Batangas Province.

Additionally, based on the results, it can be assumed that task enlargement and knowledge enlargement basically improved an individual's capacity to perform a wide range of tasks. This result also proves that it somehow helps their feeling of safety in the workplace since the management was able to utilise the skills that they know will be a help towards organisational success. Job enlargement could be good in terms of an individual's growth and development and work enhancement, yet the continuous adding of more tasks could also be bad for their mental health. As they get more duties and responsibilities, it should always be balanced with the working environment, specifically their psychological safety.

In support of this, [van Vulpen \(2016\)](#) identified the advantages and disadvantages of having job enlargement in the workplace. The advantages are employees may reduce their level of boredom, increase their flexibility, can improve their efficiency, and there will be a maximal utilisation of employee's skills. As the job widens, there will be empowerment and opportunities to learn new things. On the other hand, the disadvantages there could be an increase in the work burden and increased frustration among employees, and some may perceive it as exploitation. It can also lower efficiency.

Technically, the non-teaching personnel take job enlargement positively as it is either an opportunity or a challenge. Having a high level of job enlargement doesn't greatly affect their psychological safety. Though, it is noticeable that confidence in taking risks in the organisation is quite low, which could be room for improvement in interactions and implementation of mental health programs.

Also, the autonomy and responsibility of the job are increased by job enrichment and job expansion. Employees' feelings of work instability change to feelings of security and appreciation as a result. Employee competency is raised, which benefits their professional progress and, ultimately, work happiness. They are less stressed when they have autonomy at work since they aren't working under excessive pressure from their superiors and can make their own decisions. Therefore, people may achieve balance in both their personal and professional lives by gratifying their higher-order wants. Employees who are happy in their jobs, where they spend most of their time, do not feel as stressed out at home, which relieves stress on family members. This can bring about balance, correct the gap between work and home life, and aid in stress reduction. Other issues like lower blood pressure, lower absenteeism, lower staff turnover, higher organisation profitability, and employee personal development are also sought. Overall, both work and personal quality of life have improved.

As an output, a Mental Health Program was proposed, which was intended for the use of the Division Human Resource and Organizational Development Department and Division Planning Team together with the Personnel Section of the Administrative Office to serve as a guide to manage job enlargement and improve psychological safety in the workplace.

The Mental Health Program focused on, but was not limited to, the improvement of psychological safety in the workplace and fostering mental health awareness and job-related demands issues and concerns that are composed of role and job clarification through job assessment and employee empowerment. Exploring a company's or institution's mission, goals, strategy for achieving these goals, and the external challenges it must contend with were the first steps in organisational analysis. The research was focused on locating workforce bottlenecks that were crucial to the organisation's strategy now or in the future. The units participating in this phase, the extent of the work analysis, and the personnel concerns that needed to be addressed were all

produced through organisational analysis. It was important to have a clear understanding of the situation right now. In order to reduce the workload for present employees, it was necessary to investigate the possibilities of reassigning activities to less qualified new employees or offering opportunities for their career growth or introducing technological advancements. Traditional job analysis focuses on a job holder's essential duties and responsibilities as well as the essential key outcome areas required. Typically, this did not produce an exhaustive list of the job holder's real daily activities because such was only revealed through an examination of work processes.

To determine the work processes, and activities that made them up, document analysis, observations, and interviews were conducted. The frequency and duration of each task were evaluated, together with the person doing the activity, the required qualification, and if it was conceivable and desirable to delegate this task to someone less qualified. Finally, participatory work redesign workshops specified the requirements for task transfers.

This kind of activity was important in combating job stress, misunderstandings, and boredom. Hence, the main goal was to bring awareness to each non-teaching personnel and their valuable role in the success of the Department of Education.

Table 6. The Proposed Mental Health Program related to Job Enlargement for the Non-teaching Personnel of the Department of Education Division of Batangas Province

| Area of Concern | Objectives | Strategies/ Activities | Time Frame | Persons Involved | Source of Fund | Success Indicators |
|-------------------------|---|---|------------|--|----------------------------------|--|
| Job related demands | To ensure that the workload is manageable and rational | Planning and Monitoring Hiring of Additional Personnel Job Assessment Job Orientation Skills Training | Year-round | Human Resource School Heads Non-teaching Personnel | HR Budget Funds GAD Budget | 90% of the non-teaching and Local personnel have been ensured to have a manageable and rational workload |
| Organisational analysis | To understand the role of the position handled by an employee | Job Assessment Job Orientation | Year-End | Human Resource and Organizational Development | HR Budget | 90% of the employees understand their primary role as non-teaching personnel |
| Employee Empowerment | To promote the rights of the non-teaching personnel in the organisation | Leadership and Management Trainings | Mid-Year | Schools Division Office | MOOE | 95% of the employees learned leadership and management skills |

| | | | | | | |
|------------------------------|--|--|-------------|---|-----------|--|
| Improve psychological safety | To foster a positive environment in the workplace | Team Building Focus Group Discussion Performance Recognition | Year-round | Human Resource School Heads Non-teaching Personnel | HR Budget | 90% feels psychologically safe in the workplace |
| Mental Health Awareness | To promote the importance of mental health in the workplace and in the community | Seminar on Mental Health | Once a year | Schools Division Office School Non-teaching and teaching personnel | MOOE | 100% were able to attend and participate in the activities |

CONCLUSIONS

Based on the findings of the study, the following conclusions have been taken:

1. That job enlargement among the non-teaching personnel assigned to schools and district offices is High. The presence of the high level of job enlargement affects the non-teaching personnel's motivation and performance both in negative and positive ways. Despite having this high level of job enlargement, non-teaching personnel still feel psychologically safe in the workplace.
2. That psychological safety among the non-teaching personnel assigned to schools and district offices is quite high, yet a room for improvement in the organisation since it is academe; a peaceful and harmonious workplace should always be considered.
3. That job enlargement, specifically, task enlargement - work flexibility and autonomy, decision-making, task variety, significance and identity, feedback, physical demand; knowledge enlargement - problem-solving and specialisations have a significant relationship with psychological safety. In contrast, job complexity and information processing have no significant relationship with psychological safety.
4. That the Proposed Mental Health Program related to Job Enlargement is helpful for organisational management.

LIMITATION & FURTHER RESEARCH

This study was limited to the non-teaching personnel assigned in the field offices or technically public schools and district offices under the Department of Education Division of Batangas Province. The target respondents were the rank-and-file employees holding permanent positions. The study was focused only on determining the level of the independent and dependent variables and knowing their relationship that could be a basis for a mental health program in the workplace.

Future researchers may reflect on this study by using other variables like the Department of Education's teaching force, as many of them also experience job enlargement that may affect their psychological safety.

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