

Psychological safety and knowledge sharing behavior of public elementary school teachers in Bambang II District

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Abstract

This study examined the relationship between psychological safety and knowledge-sharing behavior among public elementary school teachers in Bambang II District during School Year 2025–2026. Specifically, it assessed psychological safety in terms of interpersonal risk-taking, openness in communication, respect and inclusion, supportive leadership, and error tolerance and learning from mistakes, as well as knowledge-sharing behavior in terms of sharing instructional strategies, sharing teaching materials, mentoring and peer coaching, collaborative problem-solving, and participation in professional learning communities. Employing a quantitative descriptive-correlational research design, the study gathered data through valid and reliable research instruments. Weighted means were used to determine the levels of psychological safety and knowledge-sharing behavior, while the Spearman Rank Correlation Coefficient was employed to examine the relationships between the variables at the 0.05 level of significance. Findings revealed that psychological safety was assessed at a very good level ($M = 4.41$), with supportive leadership receiving the highest rating ($M = 4.53$). Knowledge-sharing behavior was likewise rated very good ($M = 4.37$), with mentoring and peer coaching obtaining the highest rating ($M = 4.52$). A weak but statistically significant positive relationship was found between psychological safety and knowledge-sharing behavior ($r = 0.259$, $p = 0.007$). Among the dimensions, supportive leadership demonstrated the strongest significant relationship with knowledge-sharing behavior ($r = 0.374$, $p = 0.001$). Based on the findings, Project SAFE-KNOW, a values-based capacity-building program, was developed to strengthen psychological safety, professional collaboration, and knowledge-sharing practices among teachers. The study underscores the importance of supportive leadership and open communication in fostering a collaborative and knowledge-sharing school culture.

Keywords: knowledge-sharing behavior, professional collaboration, psychological safety, public elementary school teachers, school culture

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1. Introduction

In today's rapidly evolving educational landscape around the world, the effectiveness of teaching extends beyond subject knowledge and pedagogical skills. Teachers are increasingly expected to collaborate, share best practices, and engage in innovative approaches that foster student learning and holistic development. Central to achieving these outcomes is the concept of psychological safety, which allows educators to voice ideas, experiment with new teaching strategies, and engage in reflective professional discussions without fear of negative judgment. In parallel, knowledge sharing behavior among teachers has emerged as a critical mechanism for sustaining continuous improvement and enhancing instructional quality. Understanding the interplay between psychological safety and knowledge sharing behavior is therefore essential for creating collaborative and growth-oriented school cultures.

Globally, the shift toward collaborative professional practices has been emphasized in various educational frameworks, including the United Nations Sustainable Development Goal 4, which advocates for inclusive, equitable, and quality education. The ability of teachers to openly share knowledge, mentoring strategies, and resources is pivotal in addressing diverse student needs and promoting a culture of innovation in schools. At the national level, the Philippines has underscored the importance of professional collaboration through policies such as the Department of Education's (DepEd) School-Based Management (SBM) initiatives and Learning Action Cells (LACs), which encourage teachers to reflect on instructional practices collectively and improve student outcomes. These frameworks highlight the necessity of psychologically safe environments in which educators feel supported to take risks, voice concerns, and contribute to school-wide improvements.

Recent research emphasizes the significance of psychological safety in educational settings. Edmondson (2018) defines psychological safety as "a shared belief held by members of a team that the team is safe for interpersonal risk-taking," highlighting its relevance for encouraging open communication, respectful interactions, and error reporting as learning opportunities. In the school context, teachers who perceive high levels of psychological safety are more likely to experiment with innovative teaching methods, provide constructive feedback to peers, and engage in collaborative problem-solving (Frazier et al., 2018). Key dimensions of psychological safety, including interpersonal risk-taking, openness in communication, respect and inclusion, supportive leadership, and error tolerance, provide a practical framework for assessing how schools cultivate environments conducive to professional growth and mutual trust.

Knowledge sharing behavior, on the other hand, encompasses deliberate actions by teachers to exchange instructional strategies, teaching materials, and professional expertise with colleagues. Nonaka and Takeuchi's SECI model (2019) underscores the processes of knowledge socialization, externalization, combination, and internalization as critical for converting individual expertise into collective organizational learning. Empirical studies have shown that when teachers actively share knowledge through mentoring, peer coaching, collaborative problem-solving, and participation in professional learning communities, student learning outcomes improve and schools exhibit enhanced organizational performance (Al-Rahmi et al., 2019; Wang et al., 2020). Moreover, knowledge sharing reinforces the implementation of evidence-based practices, strengthens professional networks, and fosters continuous professional development.

The local scenario in Bambang II District mirrors these global and national trends, as public elementary schools face increasing demands for teacher collaboration to improve student performance and adapt to diverse learning needs. Despite policy support for collaborative practices, challenges such as hierarchical leadership structures, limited trust among staff, and fear of criticism can inhibit both psychological safety and knowledge

sharing behaviors. Research indicates that schools with high levels of trust, inclusivity, and support from school leaders tend to cultivate stronger knowledge-sharing practices, which in turn enhance teacher effectiveness and morale (Li & Yan, 2021; Choi & Lee, 2022). In this context, examining the relationship between psychological safety and knowledge sharing behavior among teachers in Bambang II District is both timely and critical, as it provides insights into how local schools can foster professional cultures that are collaborative, innovative, and responsive to learners' needs.

By investigating the interplay between psychological safety and knowledge sharing behavior, this study aims to contribute to evidence-based strategies for improving school culture, teacher engagement, and instructional quality. The findings will inform school administrators, policymakers, and professional development programs on the mechanisms that facilitate a supportive, risk-tolerant environment, where knowledge flows freely and teachers are empowered to collectively enhance student learning outcomes.

The present study is anchored on global, national, and institutional research priorities that emphasize quality education, teacher professional development, and collaborative learning. At the global level, the study aligns closely with Sustainable Development Goal 4 (SDG 4), which calls for inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all (United Nations, 2019). SDG 4 emphasizes the need for competent, collaborative, and innovative educators who can effectively respond to diverse learner needs. In this context, psychological safety and knowledge sharing among teachers are vital, as they provide the interpersonal and organizational conditions necessary for fostering innovation, reflective practice, and evidence-based teaching (Frazier et al., 2018; Choi & Lee, 2022). By exploring these constructs, the study contributes to achieving global education targets that focus on enhancing teacher quality, professional collaboration, and student learning outcomes.

Nationally, the study reflects priorities outlined in the Philippine National Research Agenda on Teacher Education (NRATE) 2017–2022, which underscores research on teacher well-being, instructional competence, and professional learning communities (Commission on Higher Education [CHED], 2018). NRATE emphasizes the importance of understanding how school environments support teacher growth and knowledge management. Investigating psychological safety and knowledge sharing behavior provides empirical evidence on how teachers in public elementary schools collaborate, share best practices, and build professional capacities. Such findings are instrumental in informing interventions that strengthen teacher resilience, motivation, and continuous professional development, which are key NRATE objectives (Apostol et al., 2020; Al-Rahmi et al., 2019).

The study is further anchored on the Department of Education (DepEd) Research Agenda, which identifies teacher development, instructional innovation, and school climate as critical areas for educational research (DepEd, 2018). DepEd emphasizes the promotion of collaborative and supportive school cultures where teachers actively participate in mentoring, peer coaching, and professional learning communities. By assessing psychological safety and knowledge sharing behavior, the research aligns with DepEd's goals of fostering teacher collaboration, improving instructional quality, and enhancing learner outcomes. The study also supports evidence-based policy-making, particularly in guiding school leaders on the creation of psychologically safe environments that encourage risk-taking, innovation, and continuous improvement (Edmondson, 2018; Li & Yan, 2021).

At the institutional level, the study aligns with the Nueva Vizcaya State University (NVSU) Research Agenda, which prioritizes research that contributes to the professional development of teachers, educational leadership, and school improvement (NVSU, 2019). By examining how psychological safety influences knowledge sharing behavior among elementary school teachers, the research provides actionable insights into building collaborative school cultures and strengthening organizational capacity for learning. This institutional anchorage ensures that the study contributes not only to theory but also to the practical improvement of local educational practices, consistent with NVSU's mandate for community-responsive research.

Finally, the study resonates with the College of Teacher Education (CTE) Research Agenda, which emphasizes evidence-based interventions that enhance teacher competencies, professional ethics, and collaborative practices

in the classroom (CTE, 2020). Knowledge sharing behavior is central to the CTE agenda, as it promotes peer learning, mentoring, and instructional innovation, while psychological safety ensures that teachers feel confident and supported in engaging in such collaborative practices. Through this lens, the research addresses the dual objectives of fostering teacher well-being and promoting professional collaboration, thereby advancing the CTE's mission of preparing competent, reflective, and globally-minded educators.

It is noted by the current researcher that this research is anchored in globally recognized educational priorities, national research directives, and institutional research agendas. It addresses critical gaps in understanding the mechanisms that enable teachers to collaborate, share knowledge, and feel safe to engage in professional risk-taking. By situating psychological safety and knowledge sharing behavior within these strategic frameworks, the study contributes to both policy and practice, promoting sustainable improvements in teacher development and school effectiveness.

Despite growing recognition of the importance of psychological safety and knowledge sharing in educational settings, several gaps persist in the context of Philippine public elementary schools. Existing studies have primarily focused on corporate or higher education settings, leaving limited empirical evidence on how psychological safety influences collaborative behaviors among K–12 teachers (Choi & Lee, 2022; Frazier et al., 2018). Moreover, research on knowledge sharing behavior often emphasizes formal knowledge management systems or administrative support, while overlooking the interpersonal and cultural dynamics that affect teachers' willingness to share instructional strategies and mentor peers in daily classroom practice (Li & Yan, 2021; Al-Rahmi et al., 2019).

In Bambang II District, preliminary observations and informal interviews with school heads and teachers revealed recurring concerns that motivated this study. Teachers frequently encounter high workloads, multi-grade classrooms, and limited access to professional development opportunities, which constrain collaborative problem-solving and sharing of best practices. Some educators expressed apprehension in openly discussing innovative instructional approaches due to fear of criticism or perceived judgment, highlighting gaps in psychological safety within their school environments. Additionally, the lack of structured mentoring programs and irregular professional learning communities hinder the systematic transfer of knowledge among colleagues. These challenges create an environment where potential innovations remain underutilized, and collective expertise is not fully leveraged.

These gaps and challenges underscored the need to examine how psychological safety facilitates knowledge sharing behavior in this district. By exploring the interplay between these variables, the study seeks to provide evidence-based insights that can inform leadership strategies, foster supportive school climates, and enhance collaborative practices among public elementary school teachers in Bambang II District. Hence, this study.

Statement of the Problem - The main aim of this study is to look into the existing psychological safety of schools to be assessed by public elementary school teachers in Bambang II District and its relationship with their knowledge sharing behavior during the academic year 2026-2027. Specifically, this study answered the following questions.

- What is the assessment of the respondents of the psychological safety of their school along the dimensions of interpersonal risk-taking, openness in communication, respect and inclusion, supportive leadership, and error tolerance and learning from mistakes?
- What is the assessment of the respondents of the knowledge sharing behavior of their co-teachers along the dimensions of sharing of instructional strategies, sharing of teaching materials, mentoring and peer coaching, collaborative problem-solving, participation in professional learning communities?
- Are there a significant relationship between the dimensions of psychological safety and knowledge sharing behavior of the respondents?

- Based on the significant findings of the study, what educational administration intervention could be crafted by the researcher?

Objectives of the Study - Based on the specific problems above, the objectives of the study are the following.

- Determine the respondents' assessment of the psychological safety of their school along the dimensions of interpersonal risk-taking, openness in communication, respect and inclusion, supportive leadership, and error tolerance and learning from mistakes.
- Determine the respondents' assessment of the knowledge sharing behavior of their co-teachers along the dimensions of sharing of instructional strategies, sharing of teaching materials, mentoring and peer coaching, collaborative problem-solving, and participation in professional learning communities.
- Examine whether a significant relationship exists between the dimensions of psychological safety and knowledge sharing behavior of the respondents.
- Propose an educational administration intervention based on the significant findings of the study.

2. Related Literature

This study is anchored on Social Exchange Theory (SET), which provides a strong theoretical foundation for explaining the relationship between psychological safety and knowledge sharing behavior among public elementary school teachers. Originally proposed by Blau (1964), Social Exchange Theory posits that social behavior is the result of an exchange process in which individuals seek to maximize benefits and minimize costs in interpersonal relationships. In organizational contexts, SET explains how employees reciprocate positive treatment, support, and trust from their organization or leaders through constructive attitudes and behaviors. Contemporary organizational research continues to affirm the relevance of SET in explaining workplace collaboration, trust-building, and knowledge-sharing practices (Cropanzano et al., 2017; Homans, 2018).

Within the school setting, psychological safety can be conceptualized as an organizational resource that signals support, fairness, and respect. When teachers perceive that their school environment allows interpersonal risk-taking, open communication, inclusion, and error tolerance, they interpret these conditions as positive social exchanges initiated by leadership and colleagues. According to SET, such favorable treatment generates a sense of obligation to reciprocate (Cropanzano et al., 2017). Teachers are therefore more likely to respond with positive discretionary behaviors, including sharing instructional strategies, mentoring peers, and participating actively in collaborative professional learning communities.

Recent studies support the application of SET in explaining psychological safety and knowledge sharing. Frazier et al. (2018) found that psychological safety fosters engagement and cooperative behaviors by reducing fear of negative consequences in social interactions. When individuals feel safe, they are more willing to invest effort in collective activities. Similarly, Li and Yan (2021) demonstrated that trust and leadership support significantly predict teachers' willingness to share knowledge, emphasizing that supportive organizational climates encourage reciprocal professional behaviors. These findings align with SET's central premise that trust and perceived organizational support strengthen relational bonds, which in turn promote cooperative and knowledge-based exchanges.

Knowledge sharing behavior, particularly in educational institutions, involves voluntary and extra-role actions such as mentoring, peer coaching, and collaborative problem-solving. According to SET, such behaviors are not merely formal job requirements but are influenced by relational dynamics within the organization. When teachers perceive fairness, respect, and inclusion, they are more likely to engage in altruistic behaviors that benefit the collective (Wang et al., 2020). Conversely, in environments characterized by fear, criticism, or exclusion, teachers may withhold knowledge to protect themselves from potential interpersonal risks. Thus, psychological safety reduces the perceived social cost of sharing knowledge and increases the likelihood of reciprocal cooperation.

Furthermore, supportive leadership—a dimension of psychological safety—plays a critical role in facilitating social exchange processes. Leaders who provide constructive feedback, encourage innovation, and treat mistakes as learning opportunities strengthen high-quality exchange relationships with teachers. Such leader-member exchanges cultivate trust and mutual respect, reinforcing the norm of reciprocity central to SET (Cropanzano et al., 2017). In turn, teachers reciprocate by contributing ideas, assisting colleagues, and actively engaging in professional learning initiatives.

In the context of public elementary schools in Bambang II District, Social Exchange Theory explains how the relational climate within schools influences teachers' collaborative practices. When teachers perceive a psychologically safe environment characterized by openness, respect, and support, they are more inclined to reciprocate through knowledge sharing behaviors that enhance instructional effectiveness and collective growth. Therefore, SET provides a coherent framework for understanding the proposed relationship between psychological safety and knowledge sharing behavior, supporting the assumption that positive social exchanges within schools foster cooperative and knowledge-driven professional cultures.

The independent variable in this study is psychological safety, which refers to a shared belief among members of a group that the environment is safe for interpersonal risk-taking. It reflects the extent to which individuals feel comfortable expressing ideas, asking questions, admitting mistakes, and offering feedback without fear of embarrassment, rejection, or punishment. Edmondson (2018) describes psychological safety as a critical condition for learning, innovation, and collaboration within organizations. In educational settings, psychological safety enables teachers to engage openly in professional dialogue, experiment with new instructional approaches, and collectively address challenges that affect student learning. Recent meta-analytic evidence confirms that psychological safety is positively associated with knowledge sharing, engagement, and team performance (Frazier et al., 2018).

One key dimension of psychological safety is interpersonal risk-taking. This dimension refers to the willingness of individuals to speak up, propose new ideas, or challenge existing practices without fear of negative consequences. In schools, teachers who perceive high interpersonal risk-taking are more likely to share innovative strategies and admit instructional difficulties. Such openness fosters professional growth and collaborative improvement (Newman et al., 2017; extended discussions in Edmondson, 2018). Openness in communication is another important dimension. It involves transparent, honest, and constructive dialogue among teachers and school leaders. When communication channels are open, educators can exchange feedback, discuss student performance, and co-create solutions to classroom challenges. Research indicates that open communication climates reduce defensive behaviors and increase cooperative interactions in teams (Frazier et al., 2018).

Respect and inclusion further strengthen psychological safety by ensuring that teachers feel valued regardless of experience, background, or position. Inclusive environments encourage diverse perspectives and reduce feelings of marginalization. Studies show that inclusive leadership practices enhance employees' sense of belonging and psychological safety, which in turn promote collaboration (Liang et al., 2022). Supportive leadership is also central to cultivating psychological safety. Leaders who provide constructive feedback, demonstrate approachability, and treat mistakes as learning opportunities foster trust and confidence among staff. Edmondson (2018) emphasizes that leadership behaviors significantly shape the psychological climate of teams.

Finally, error tolerance and learning from mistakes reflect an organization's orientation toward growth rather than blame. Schools that treat errors as opportunities for reflection encourage experimentation and continuous improvement. Such environments promote collective learning and knowledge exchange (Frazier et al., 2018). Together, these dimensions illustrate how psychological safety functions as a foundational element in building collaborative and high-performing educational institutions.

On the other hand, the dependent variable of this study is knowledge sharing behavior which refers to the intentional exchange of information, skills, expertise, and professional experiences among members of an organization to improve collective performance. In educational settings, knowledge sharing among teachers is

essential for enhancing instructional quality, fostering innovation, and improving student outcomes. According to Nguyen et al. (2019), knowledge sharing behavior involves both donating knowledge (providing information to others) and collecting knowledge (seeking insights from colleagues). When teachers actively share knowledge, schools become learning organizations where collaborative practices contribute to continuous improvement.

One important dimension of knowledge sharing behavior is the sharing of instructional strategies. This involves teachers exchanging effective teaching methods, classroom management techniques, and assessment practices. Research shows that collaborative exchange of pedagogical strategies enhances instructional competence and promotes reflective practice among educators (Zhang & Jiang, 2020). When teachers discuss what works in their classrooms, they collectively refine their approaches and adapt to diverse learner needs. The sharing of teaching materials is another critical dimension. This includes distributing lesson plans, instructional resources, digital content, and assessment tools. The availability and exchange of teaching materials reduce duplication of effort and ensure consistency in curriculum delivery. Studies indicate that resource sharing strengthens collegial trust and improves instructional alignment within schools (Kim & Lee, 2020).

Mentoring and peer coaching also represent a significant dimension of knowledge sharing behavior. Through mentoring relationships and peer observations, experienced teachers guide colleagues in professional growth. Such practices encourage reflective dialogue and practical skill development. Research confirms that peer coaching enhances teaching effectiveness and strengthens collaborative culture (Sims & Fletcher-Wood, 2021). Collaborative problem-solving further reflects knowledge sharing behavior. Teachers who jointly analyze student data, address classroom challenges, and develop intervention strategies demonstrate active engagement in collective learning. This dimension supports evidence-based decision-making and shared accountability (Vangrieken et al., 2018).

Finally, participation in professional learning communities (PLCs) institutionalizes knowledge sharing within schools. PLCs provide structured opportunities for dialogue, reflection, and action planning. Recent studies emphasize that active participation in PLCs fosters professional commitment and organizational learning (Hairon et al., 2019). It is noted by the current researcher that knowledge sharing behavior strengthens professional relationships, enhances instructional quality, and contributes to school effectiveness. When teachers consistently engage in these dimensions, they cultivate a collaborative environment that supports both professional growth and improved learner achievement.

3. Methodology

Research Design and Locale. This study employed a quantitative descriptive-correlational research design to examine the relationship between psychological safety and knowledge-sharing behavior among public elementary school teachers in the Department of Education–Bambang II District, Nueva Vizcaya, during School Year 2025–2026. The descriptive component assessed teachers' perceived levels of psychological safety and knowledge-sharing behavior, while the correlational component determined the strength and direction of the relationship between these variables without establishing causality.

Respondents and Sampling Procedure. The study involved 108 public elementary school teachers selected from a total population of 149 teachers across 14 public elementary schools in Bambang II District. The sample size was determined using Slovin's formula with a 5% margin of error. Stratified random sampling was employed, with each school serving as a stratum and respondents selected through simple random sampling based on proportional allocation. This approach ensured representation across participating schools.

Research Instruments. Data were collected using two validated questionnaires developed by Naui et al. (2026). The 25-item Psychological Safety Questionnaire measured teachers' psychological safety and demonstrated acceptable internal consistency, with a Cronbach's alpha of 0.795. The 25-item Knowledge Sharing Behavior Questionnaire assessed teachers' knowledge-sharing practices and obtained a Cronbach's alpha of 0.825. Both instruments underwent content and expert validation and used a five-point Likert scale ranging from 1 (*Never*)

to 5 (*Always*). Mean scores were interpreted using the study's established descriptive categories, ranging from *Poor* to *Outstanding*.

Data Gathering Procedure and Ethical Considerations. Prior to data collection, approval was secured from the district supervisor, and coordination was undertaken with school heads. The researcher oriented the selected respondents regarding the study's objectives, procedures, and ethical requirements. Informed consent was obtained before questionnaire distribution, and participants were assured of voluntary participation, confidentiality, anonymity, and their right to withdraw without penalty. Completed questionnaires were checked for completeness and encoded in a password-protected database accessible only to the researcher and academic adviser. Results were reported in aggregate form to protect participants' identities.

Statistical Treatment of Data. The mean was used to describe teachers' perceived levels of psychological safety and knowledge-sharing behavior. Spearman's rank-order correlation coefficient was employed to determine the strength and direction of the relationship between the two variables and their relevant dimensions. Correlation coefficients were interpreted using the classification adopted from Wahyuni and Purwanto (2020), ranging from very weak to very strong relationships. These statistical procedures provided the basis for examining the association between psychological safety and knowledge-sharing behavior among public elementary school teachers in Bambang II District.

4. Results and Discussion

This study examined the psychological safety and knowledge sharing behavior of public elementary school teachers in Bambang II District during the School Year 2025–2026. It primarily determined the respondents' assessment of their psychological safety and knowledge sharing behavior and examined the significant relationship between these two variables.

Specifically, the study assessed psychological safety in terms of interpersonal risk-taking, openness in communication, respect and inclusion, supportive leadership, and error tolerance and learning from mistakes. Likewise, it evaluated knowledge sharing behavior along the dimensions of sharing of instructional strategies, sharing of teaching materials, mentoring and peer coaching, collaborative problem-solving, and participation in professional learning communities (PLCs). Furthermore, the study determined whether significant relationships existed between the dimensions of psychological safety and knowledge sharing behavior. Based on the significant findings, a proposed educational administration intervention, Project SAFE-KNOW: A Values-Based Capacity Building Program for Enhancing Psychological Safety and Knowledge Sharing Behavior among Public Elementary School Teachers of Bambang II District, was developed to address the identified research gaps and further strengthen a collaborative, supportive, and knowledge-sharing school culture.

The study employed a quantitative descriptive-correlational research design. Data were collected using valid and reliable research instruments and analyzed through appropriate statistical techniques. The weighted mean was used to determine the respondents' assessment of psychological safety and knowledge sharing behavior, while the Spearman Rank Correlation Coefficient was utilized to determine the significant relationship between the two variables. All hypotheses were tested at the 0.05 level of significance.

Summary

Based on the objectives of the study, the following are the significant findings of the study.

- The respondents assessed their psychological safety at a Very Good level with a grand mean of 4.41, indicating a positive school environment characterized by trust, respect, open communication, and supportive relationships. Supportive Leadership obtained the highest mean of 4.53 (*Outstanding*), followed by Openness in Communication with 4.51 (*Outstanding*), highlighting the important role of leadership and transparent communication in building a safe workplace. Respect and Inclusion (4.43),

Error Tolerance and Learning from Mistakes (4.42), and Interpersonal Risk-Taking (4.40) were rated Very Good, suggesting that teachers experience acceptance, learning opportunities, and confidence in expressing ideas while identifying areas for further enhancement.

- The respondents assessed their Knowledge Sharing Behavior at a Very Good level with a grand mean of 4.37, indicating that teachers actively exchange knowledge, expertise, resources, and professional experiences to support instructional improvement. Mentoring and Peer Coaching obtained the highest mean of 4.52 (Outstanding), followed by Participation in Professional Learning Communities with 4.51 (Outstanding), reflecting strong collaboration and continuous professional learning. Sharing of Instructional Strategies (4.32) and Collaborative Problem-Solving (4.30) were rated Very Good, showing consistent professional exchange and teamwork. Sharing of Teaching Materials obtained the lowest mean of 4.22 (Very Good), suggesting the need to further strengthen systematic sharing of instructional resources.
- The relationship between Psychological Safety and Knowledge Sharing Behavior among public elementary school teachers revealed an overall weak positive and significant relationship ($r = 0.259$, $p = 0.007$), indicating that higher psychological safety is associated with increased knowledge sharing practices. Among the dimensions, Supportive Leadership showed the strongest significant relationship ($r = 0.374$, $p = 0.001$), followed by Openness in Communication ($r = 0.233$, $p = 0.015$). Meanwhile, Respect and Inclusion, Interpersonal Risk-Taking, and Error Tolerance and Learning from Mistakes showed positive but non-significant relationships, suggesting that other organizational factors may also influence teachers' knowledge-sharing behavior.
- Based on the significant findings of the study, the researcher develop a training design for teachers entitled Project SAFE-KNOW: A Values-Based Capacity Building Program for Enhancing Psychological Safety and Knowledge Sharing Behavior among Public Elementary School Teachers.

5. Conclusions

Based on the objectives and findings of the study, the following conclusions were drawn.

- The respondents assessed their psychological safety as Very Good, indicating that teachers in Bambang II District generally experience a supportive, respectful, and trusting school environment.
- The respondents' knowledge sharing behavior was assessed as Very Good, indicating that teachers actively exchange professional knowledge, instructional practices, and learning experiences with their colleagues.
- There is a weak but statistically significant positive relationship between psychological safety and knowledge sharing behavior among the respondents. This indicates that a safer and more supportive work environment encourages teachers to participate more actively in sharing knowledge and collaborating with colleagues.
- A training design entitled "Project SAFE-KNOW: A Values-Based Capacity Building Program for Enhancing Psychological Safety and Knowledge Sharing Behavior Among Public Elementary School Teachers of Bambang II District" was developed based on the significant findings of the study. The program aims to address identified gaps and strengthen communication, collaboration, professional learning, and knowledge-sharing practices among teachers.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

- School administrators may strengthen psychological safety practices by enhancing interpersonal risk-

taking, and promoting open communication, supportive leadership, and inclusive school environments where teachers feel confident in expressing ideas, concerns, and innovative practices.

- Teachers may be encouraged to actively participate in knowledge-sharing activities such as sharing of teaching materials, mentoring, peer coaching, Professional Learning Communities (PLCs), and collaborative discussions to enhance the exchange of effective teaching practices and professional experiences.
- School administrators may establish structured platforms for sharing instructional resources, assessment practices, classroom strategies, and reflective experiences to sustain and improve knowledge-sharing behavior within the school community.
- The Department of Education and school leaders may implement capacity-building programs such as Project SAFE-KNOW to address identified gaps and further develop a culture of trust, collaboration, and continuous professional learning among teachers.
- Future researchers may replicate the study in different educational settings using a mixed-methods research design and explore other variables such as organizational trust, teacher motivation, leadership styles, collaborative culture, teacher engagement, and professional commitment to gain deeper understanding of factors influencing psychological safety and knowledge-sharing behavior.

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