

Original Article

## **The Mediating Effect of Time Management on the Relationship between Organizational Learning Capability and Social-Emotional Competency of Teachers**

Pacita Timon <sup>1</sup>, Josephine Baguio <sup>1,\*</sup>

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### **Abstract**

This quantitative descriptive-correlational study investigated whether time management mediates the relationship between organizational learning capability and social-emotional competence among public elementary school teachers in the Bansalan East District. Utilizing adapted surveys, the research assessed these three interconnected domains. Results indicated teachers exhibited highly extensive levels of organizational learning capability, social-emotional competence, and time management, with strong positive correlations among all variables. Crucially, mediation analysis revealed that time management fully mediates the relationship between organizational learning capability and social-emotional competence. When time management was accounted for, the direct effect of organizational learning on social-emotional competence became non-significant. These findings indicate time management plays a central explanatory role in linking school learning conditions to teachers' social-emotional well-being, emphasizing the value of integrating deliberate time-management training into broader organizational learning supports and school improvement initiatives.

<sup>1</sup> Graduate School,  
Rizal Memorial  
Colleges, Inc., Davao,  
Philippines

\* Correspondence:  
[josephinebbaguio@oulook.com](mailto:josephinebbaguio@oulook.com)

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## **1. Introduction**

Teachers work in organizational settings that demand continuous learning, coordinated action, and emotionally sound professional judgment. In basic education, this reality is especially visible because teachers must respond to curriculum reform, learner diversity, administrative demands, accountability pressures, and the relational labor that sustains classroom life. In this context, organizational learning capability has value not only as an institutional attribute but also as a professional condition that shapes how teachers exchange knowledge, engage in dialogue, participate in decision making, experiment with new practices, and respond to risk. Chiva et al. (2007) framed organizational learning capability as a set of managerial and cultural conditions that enable organizational learning, while more recent scholarship on professional learning has shown that educator growth is strengthened when schools support collaborative inquiry, dialogue, and practice-based reflection.

In schools, organizational learning capability is not a purely structural matter. It is lived through teachers' daily work, their access to collegial support, and their participation in collective problem solving. Studies on teacher collaboration and professional learning suggest that instructional improvement is more likely when teachers operate in environments that legitimize exchange, inquiry, and shared responsibility. Hennessy et al. (2021) showed that practitioner-led inquiry can support sustainable professional learning, whereas Salo et al. (2024) argued that professional learning in and for practice is best understood as a process embedded in everyday work rather than a disconnected training event. Recent evidence also indicates that collaboration can shape important instructional outcomes through teacher beliefs and organizational commitment, which underscores the relevance of school learning climates for teacher effectiveness.

At the same time, a teacher's work is profoundly social and emotional. Teacher social-emotional competence has emerged as a major construct in contemporary educational research because it affects relationships, decision quality, classroom climate, well-being, and the implementation of improvement efforts. Lozano-Peña et al. (2021) described teacher social-emotional competence as a multidimensional domain with growing conceptual and practical importance for educational quality. Gimbert et al. (2023) further emphasized that educator competence in social and emotional domains is central to school-based social-emotional learning efforts, not only because teachers model these capacities, but also because they use them to sustain communication, empathy, judgment, and relational trust. Aldrup et al. (2020) likewise demonstrated that profession-specific social-emotional competence can be assessed in ways tied to emotion regulation and relationship management, both of which matter for teaching quality.

Social-emotional competence may be particularly important in public elementary schools, where teachers navigate close interaction with learners, parents, school leaders, and peers. Responsible decision making, relationship skills, self-

management, and social awareness are not peripheral traits in this setting. They shape how teachers interpret situations, respond to pressure, maintain professionalism, and contribute to a supportive school culture. Research has linked educator social-emotional competence to occupational well-being, healthier student-educator relationships, and improved school experiences. Fitzgerald et al. (2022) reported promising effects of efforts to strengthen educator social-emotional competence and well-being, while Goetz et al. (2024) found that positive school leadership relates to teachers' emotional experiences through the meanings they attach to their work. Taken together, these findings suggest that teacher social-emotional competence is not only an individual attribute but also a resource that develops within school systems.

Time management offers another important lens through which teacher work can be understood. Teachers manage instruction, preparation, assessment, administrative reporting, coordination with colleagues, and interactions with families under persistent time pressure. Time management therefore concerns more than punctuality or scheduling. Claessens et al. (2007) conceptualized time management as a pattern of behaviors that includes planning, prioritizing, and perceived control over time use. More recent work continues to show that the educational use of time shapes both professional practice and well-being. Leek et al. (2024) illustrated how time structures classroom practice and the experience of teaching itself, and Patzak et al. (2025) synthesized evidence that planning, goal setting, prioritization, and task organization are among the strategies most consistently associated with productivity and well-being. In teacher populations, effective time use is often associated with better performance, reduced strain, and stronger task completion.

Conceptually, time management may help explain how organizational learning capability translates into teacher social-emotional competence. A school that supports knowledge sharing, dialogue, experimentation, and participative decision making may equip teachers with better professional routines and stronger collective efficacy. Yet teachers still need the personal capacity to organize tasks, prioritize demands, and sustain self-discipline for these organizational resources to shape their relational and emotional functioning. In other words, organizational learning conditions may promote social-emotional competence partly because they strengthen how teachers plan, use, and regulate their time. This proposition is plausible in school settings where excessive workload, fragmented schedules, and competing responsibilities often undermine the benefits of otherwise supportive professional environments.

Despite the relevance of these constructs, the literature has often examined organizational learning, social-emotional competence, and time management in separate lines of inquiry. There remains limited empirical work that tests time management as a mediating mechanism between organizational learning capability and teachers' social-emotional competence, especially in public elementary school settings in the Philippines. This gap matters because mediation analysis can clarify whether organizational supports operate directly, indirectly, or both. At the same time, contemporary methodological literature cautions that mediation results from observational and cross-sectional data must be interpreted with conceptual care

because indirect pathways do not by themselves establish causation. Even so, such analyses remain useful for theory building and for identifying plausible mechanisms that deserve further testing.

The present study addresses this gap by examining the mediating effect of time management on the relationship between organizational learning capability and social-emotional competence among public elementary school teachers in Bansalan East District, Division of Davao del Sur. Specifically, it describes the levels of the three focal constructs, tests the bivariate relationships among them, and estimates whether time management carries part of the association between organizational learning capability and social-emotional competence. By doing so, the study contributes localized evidence on how school learning conditions and professional self-regulation intersect in teachers' work. The findings may inform school leadership, teacher development, and organizational support initiatives aimed at strengthening both professional functioning and the social-emotional quality of teaching.

## **2. Methodology**

This study used a quantitative non-experimental design with a descriptive-correlational and mediation framework to examine whether time management mediates the relationship between organizational learning capability and social-emotional competence among teachers. The study was conducted in Bansalan East District, Division of Davao del Sur, during the 2025-2026 school year. The respondents were 142 public elementary school teachers drawn from a population of 220 teachers from sixteen public elementary schools in the district. The sample size was determined through Slovin's formula at a 0.05 margin of error. Respondents were included if they were currently employed as public elementary school teachers in the district and had at least one year of teaching experience. Private school teachers, administrative staff, non-teaching personnel, principals, school heads, and learners were excluded. Participation was voluntary, and teachers were allowed to decline or discontinue participation at any stage without penalty.

Data were gathered through adapted survey questionnaires. Organizational learning capability was based on the work of Chiva et al. and covered knowledge sharing, dialogue, participative decision making, managerial commitment, experimentation and openness, knowledge transfer, and risk taking through thirty-five items. Social-emotional competence was adapted from Mantz et al. and covered responsible decision making, relationship skills, self-management, and social awareness. Time management was adapted from Alay and Koçak and covered time planning and goal setting, time use and productivity, and self-discipline and time-conscious habits. The questionnaires were contextualized for the present study and subjected to expert validation before administration. Responses were rated on a five-point scale. For descriptive interpretation, mean scores from 4.20 to 5.00 were

classified as very high, 3.40 to 4.19 as high, 2.60 to 3.39 as moderate, 1.80 to 2.59 as low, and 1.00 to 1.79 as very low.

The researchers secured permission from the Schools Division Superintendent, the district office, and school heads before data collection. After approval, the researchers personally distributed and administered the questionnaires to the respondents. The study followed institutional ethical procedures and was reviewed by the Rizal Memorial Colleges Research Ethics Committee. Ethical safeguards included informed consent, voluntary participation, the right to withdraw, anonymization through coding, secure storage of digital and printed records, privacy protection, and aggregate reporting of results. Mean and standard deviation were used to describe organizational learning capability, social-emotional competence, and time management. Pearson product-moment correlation was used to test the associations among the major variables. Mediation was examined through regression-based steps and a Sobel z-test, with supplementary effect size indices. The significance level for hypothesis testing was set at .05.

### 3. Results

As shown in Table 1, the overall extent of organizational learning capability among public elementary school teachers was found to be very extensive ( $M = 4.28$ ,  $SD = 0.78$ ). Across all specific domains measured, respondents consistently reported very extensive levels of capability. The highest-rated domain was Knowledge Transfer ( $M = 4.32$ ,  $SD = 0.75$ ), closely followed by Participative Decision Making ( $M = 4.31$ ,  $SD = 0.81$ ) and Experimentation and Openness ( $M = 4.31$ ,  $SD = 0.79$ ). While Risk Taking received the lowest mean score among the domains ( $M = 4.22$ ,  $SD = 0.75$ ), it still fell within the "Very Extensive" descriptive tier, indicating a highly developed organizational learning environment overall.

**Table 1.** Summary of the extent of organizational learning capability among public elementary school teachers.

<b>Domain</b>	<b>Mean</b>	<b>SD</b>	<b>Descriptive level</b>
Knowledge Sharing	4.25	0.82	Very Extensive
Dialogue	4.30	0.75	Very Extensive
Participative Decision Making	4.31	0.81	Very Extensive
Managerial Commitment	4.25	0.77	Very Extensive
Experimentation and Openness	4.31	0.79	Very Extensive
Knowledge Transfer	4.32	0.75	Very Extensive
Risk Taking	4.22	0.75	Very Extensive
Overall	4.28	0.78	Very Extensive

Table 2 presents the extent of social-emotional competence among the surveyed public elementary school teachers. Overall, the teachers demonstrated a very

extensive level of social-emotional competence (M = 4.31, SD = 0.78). All individual domains were similarly rated at the "Very Extensive" level. Among the specific competencies, Responsible Decision Making received the highest mean score (M = 4.34, SD = 0.78), followed closely by Social Awareness (M = 4.32, SD = 0.81). Self-Management was rated the lowest among the domains (M = 4.26, SD = 0.75), though it remains highly rated overall.

**Table 2.** Summary of the extent of social-emotional competence among public elementary school teachers.

Domain	Mean	SD	Descriptive level
Responsible Decision Making	4.34	0.78	Very Extensive
Relationship Skills	4.30	0.79	Very Extensive
Self-Management	4.26	0.75	Very Extensive
Social Awareness	4.32	0.81	Very Extensive
Overall	4.31	0.78	Very Extensive

Table 3 summarizes the extent of time management practices among public elementary school teachers. Overall, the teachers reported very extensive time management capabilities (M = 4.33, SD = 0.80). Across the specific domains, Self-Discipline and Time-Conscious Habits emerged as the most highly rated practice (M = 4.35, SD = 0.79). This was followed by Time Planning and Goal Setting (M = 4.33, SD = 0.78) and Time Use and Productivity (M = 4.30, SD = 0.82). Consistent with previous findings, all individual domains were classified at the "Very Extensive" descriptive level.

**Table 3.** Summary of the extent of time management among public elementary school teachers.

Domain	Mean	SD	Descriptive level
Time Planning and Goal Setting	4.33	0.78	Very Extensive
Time Use and Productivity	4.30	0.82	Very Extensive
Self-Discipline and Time-Conscious Habits	4.35	0.79	Very Extensive
Overall	4.33	0.80	Very Extensive

Table 4 presents the correlation results examining the relationship between organizational learning capability, social-emotional competence, and time management among public elementary school teachers. A Pearson correlation coefficient was computed to assess these relationships. The results indicate a strong, positive, and statistically significant correlation between organizational learning capability and social-emotional competence ( $r = .78, p < .001$ ). Furthermore, an even stronger positive and significant correlation was found between organizational learning capability and time management ( $r = .82, p < .001$ ). These findings suggest that teachers who report higher levels of organizational learning capability also tend

to demonstrate greater social-emotional competence and more effective time management skills.

**Table 4.** Correlation results.

Variables	r	p-value
Organizational learning capability and social-emotional competence	0.78	0.000
Organizational learning capability and time management	0.82	0.000

Table 5 presents the results of a mediation analysis conducted to determine whether time management mediates the relationship between organizational learning capability and social-emotional competence. The analysis was carried out in four steps.

In Step 1 (Path c), organizational learning capability significantly predicted social-emotional competence ( $B = 0.635$ ,  $SE = 0.084$ ,  $p < .001$ ), explaining 23% of the variance ( $R^2 = .226$ ). In Step 2 (Path b), time management significantly predicted social-emotional competence ( $B = 0.941$ ,  $SE = 0.062$ ,  $p < .001$ ). In Step 3 (Path a), organizational learning capability significantly predicted the mediating variable, time management ( $B = 0.611$ ,  $SE = 0.060$ ,  $p < .001$ ).

Step 4 examined the combined influence of organizational learning capability and time management on social-emotional competence. When controlling for time management, the direct effect of organizational learning capability on social-emotional competence was no longer statistically significant ( $B = 0.091$ ,  $SE = 0.079$ ,  $p = .255$ ). Meanwhile, time management remained a strong, significant predictor ( $B = 0.890$ ,  $SE = 0.076$ ,  $p < .001$ ). The combined model accounted for 55.4% of the variance in social-emotional competence ( $R^2 = .554$ ). Because the previously significant relationship between organizational learning capability and social-emotional competence became non-significant when time management was introduced, the results indicate that time management fully mediates this relationship.

**Table 5.** Relationship between time management and social-emotional competence of public elementary school teachers

Steps in Mediation Analysis	Steps in Mediation Analysis
Step 1. Path C (Organizational Learning Capability and Social-emotional Competence)	Step 1. Path C (Organizational Learning Capability and Social-emotional Competence)
Unstandardized Beta (B)	0.635
Standard Error (e)	0.084
p-value	0.000
R-square	0.226

Step 2. Path B (Time Management and Social-emotional Competence)	Step 2. Path B (Time Management and Social-emotional Competence)
Unstandardized Beta (B)	0.941
Standard Error (e)	0.062
p-value	0.000
Step 3. Path A (Organizational Learning Capability and Time Management)	Step 3. Path A (Organizational Learning Capability and Time Management)
Unstandardized Beta (B)	0.611
Standard Error (e)	0.060
p-value	0.000
Step 4. Combined Influence of Organizational Learning Capability and Time Management on Social-emotional Competence	Step 4. Combined Influence of Organizational Learning Capability and Time Management on Social-emotional Competence
Organizational Learning Capability	
Unstandardized Beta (B)	0.091
Standard Error (e)	0.079
p-value	0.255
Time Management	
Unstandardized Beta (B)	0.890
Standard Error (e)	0.076
p-value	0.000
R-square	0.554

#### **4. Discussion**

The findings indicate that teachers in the study context reported high levels across the three focal constructs, with all domain and overall means falling within the highest descriptive category. This pattern suggests that the respondents perceived their schools as learning-oriented, viewed themselves as socially and emotionally competent in professional situations, and reported strong habits of planning, productivity, and self-discipline in the use of time. While self-report data tend to reflect perceived rather than directly observed practice, the convergence of high scores across organizational learning capability, time management, and social-emotional competence points to a coherent professional ecology in which school culture and personal regulation reinforce one another. This interpretation is consistent with work on organizational learning that emphasizes the importance of dialogue, participation, and practice-based inquiry in shaping teachers' day-to-day professional functioning.

The strong descriptive standing of organizational learning capability aligns with current scholarship that treats teacher learning as a school-embedded process rather than a series of isolated training events. Hennessy et al. (2021) showed that

structured inquiry and professional dialogue can support sustained improvement in classroom practice, and Salo et al. (2024) argued that professional learning must be understood through the routines and relations of practice itself. In the present study, knowledge transfer, participative decision making, experimentation and openness, and dialogue all posted very high mean values, which suggests that the teachers perceived collective learning processes as active features of school life. Such conditions are important because organizational learning capability can provide the relational and cognitive infrastructure through which teachers test ideas, exchange solutions, and interpret change. Chiva et al. (2007) originally conceptualized these conditions as enabling factors for organizational learning, and the current findings support the relevance of that framework within public elementary education.

The high level of social-emotional competence is also notable. Responsible decision making emerged as the highest social-emotional domain, while social awareness and relationship skills were likewise strong. This pattern implies that teachers perceived themselves as capable of sound judgment, socially attuned interaction, and controlled professional conduct. Lozano-Peña et al. (2021) argued that teacher social-emotional competence has become central to educational quality because it affects relationships, classroom climate, and teacher well-being. Gimbert et al. (2023) further maintained that educator competence in social and emotional domains is crucial for the successful enactment of school-based social-emotional learning. The present results fit that line of argument by suggesting that, even in a setting marked by routine public-school demands, teachers may sustain strong professional self-regulation and relational awareness when school conditions remain supportive. Aldrup et al. (2020) also provide a useful lens here because they distinguish between emotion regulation and relationship management, both of which are reflected in the domains used in the present study.

Time management produced similarly high ratings, with self-discipline and time-conscious habits recording the highest mean among its domains. That pattern suggests that teachers' sense of effective time use may depend not only on planning and scheduling but also on discipline, focus, and the avoidance of delay. This is important because time management in schools operates under real constraints, including instructional pacing, paperwork, non-teaching assignments, and the emotional intensity of classroom work. Claessens et al. (2007) described time management as a behavioral process that combines planning and prioritization with perceived control over time, and Patzak et al. (2025) identified planning, goal setting, task organization, and prioritization as strategies most consistently tied to productivity and well-being. Leek et al. (2024) likewise emphasized that time is not a neutral resource in classrooms; it structures what teachers can do, how they sequence work, and how they experience daily practice. The present findings suggest that respondents perceived themselves as handling these constraints with relative confidence.

The correlation results provide the central empirical contribution of the study. Organizational learning capability showed a strong positive relationship with social-emotional competence, organizational learning capability showed a strong positive

relationship with time management, and time management showed the strongest bivariate relationship with social-emotional competence. These associations suggest that teachers who perceive their schools as stronger learning organizations also tend to report better time management and stronger social-emotional competence, while those who report better time management also tend to report higher social-emotional competence. This pattern is compatible with current work on collaboration, leadership, and professional support in schools. For example, Park et al. (2025) found that teacher collaboration contributes to instructional clarity through teacher self-efficacy and organizational commitment, which highlights how organizational conditions may support important professional outcomes through intermediate mechanisms. Ghamrawi and Shal (2024) similarly showed that professional development models that cultivate teacher leadership can reshape schools through stronger collegial capacity and shared practice. The present results extend this logic by pointing to time management as another mechanism through which supportive organizational conditions may matter.

The mediation findings deepen that interpretation. The direct association between organizational learning capability and social-emotional competence was statistically significant when examined alone, but when time management entered the model, the coefficient for organizational learning capability was reduced to a non-significant value while time management remained significant. The Sobel test and the reported indirect effect indices further supported a substantial indirect pathway. Substantively, this suggests that the association between organizational learning capability and teachers' social-emotional competence may operate largely through how teachers organize, prioritize, and regulate their professional time. In practical terms, a collaborative and learning-oriented school climate may not strengthen teachers' social-emotional functioning merely by exposing them to knowledge and participation; it may do so because such a climate helps teachers manage demands more effectively, preserve focus, and sustain composure across multiple responsibilities.

This interpretation resonates with broader evidence on educator well-being and professional functioning. Fitzgerald et al. (2022) reported that interventions aimed at educator social-emotional competence can improve well-being and student-educator relationships, which suggests that teacher functioning is strengthened when emotional and self-regulatory resources are supported. Goetz et al. (2024) found that positive leadership shapes teachers' emotional experiences through cognitive appraisals of work, again pointing to mechanisms that link organizational context with inner regulation. The present study places time management within that same family of explanatory processes. Teachers who can plan, prioritize, and control their time may be better positioned to convert organizational opportunities into emotionally competent action. They may have greater capacity to respond calmly, interact respectfully, and make responsible decisions because the demands of work feel more manageable.

At the same time, the findings should be read with methodological caution. The study relied on self-report data from a single district and used a cross-sectional design. Contemporary mediation literature notes that indirect effects estimated from observational data can identify plausible mechanisms, but they do not by themselves establish temporal or causal order. Jung (2021) and Rijnhart et al. (2021) both emphasized that mediation claims are strongest when design assumptions, temporal sequencing, and confounding issues are addressed explicitly. Accordingly, the present findings are best interpreted as evidence of a statistically supported explanatory pattern rather than proof that organizational learning capability causes better social-emotional competence through time management. Even with this limitation, the results remain valuable because they identify a coherent mechanism that future longitudinal and intervention studies can test more rigorously.

Overall, the study suggests that school improvement efforts directed at teacher development may gain more traction when they integrate organizational learning supports with explicit attention to time management. Organizational learning capability matters, but its benefits for teacher social-emotional competence may depend on whether teachers can convert collective resources into manageable professional routines. For school leaders, this means that professional development should not stop at collaboration and knowledge sharing. It should also include supports for planning, workload organization, prioritization, and disciplined execution. Such an integrated approach may help teachers sustain both professional effectiveness and healthy social-emotional functioning in demanding school contexts.

## **5. Conclusion**

Public elementary school teachers in Bansalan East District reported very high levels of organizational learning capability, social-emotional competence, and time management. Organizational learning capability was positively associated with both social-emotional competence and time management, and time management was positively associated with social-emotional competence. The mediation analysis showed that time management significantly carried the relationship between organizational learning capability and social-emotional competence, with the direct effect of organizational learning capability becoming non-significant when time management was included in the model. These findings suggest that the benefits of a learning-oriented school environment may reach teachers' social-emotional functioning largely through stronger planning, productivity, and self-discipline in the use of time. For practice, the study supports professional development and school leadership efforts that combine collaborative learning structures with explicit support for teachers' time management. For research, it points to the need for longitudinal and multi-source studies that can test the pathway more rigorously across wider educational settings.

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## **Conflict of Interest Statement**

The authors declare no conflict of interest.

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